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ABSTRACT

This field supervisor handbook comprises the final part of a series of three documents which together constitute a guide to the training of the Bilingual-Bicultural Child Development Associate (CDA) Trainer. The handbook consists of two parts: the supervisor guide and the diary of a field supervisor. Part I outlines the roles of the supervisor, discusses supervisory fieldwork in relation to both student trainees and CDA trainees, and provides guidelines for field supervisory visits. Part II provides background for the field supervisor, an example of an academic session on CDA training, information on the field supervision component of the program and a note on the use of the Texas CDA materials. Extensive appendices to both parts of the handbook present samples of the assessment instruments. (CM)

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a model curriculum

for Preparation of Bilingual-Bicultural Trainers for Child Development Associates

PART 3

FIELD SUPERVISOR HANDBOOK

SUPERVISOR'S GUIDE

DEVELOPED BY

Barbara J. Langham
E. Caroline Carroll, M. Ed.

PITFALLS, CHUCKHOLES, Y CARRETERAS ROTAS

DIARY OF A FIELD SUPERVISOR

DEVELOPED BY

Candelario Huerta

OCTOBER 1978

Texas Department of Community Affairs, Early Childhood Development Division, Post Office Box 13166, Capitol Station, Austin, Texas 78711.
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CONTENTS

INTRODUCTION..01
The Texas Trainer Program...01
A Two-Track Program...02
A Word About Competency-Based Education.............................02
CDA Training..06
Distinction Between Training and Credentialing......................06

FOCUS OF SUPERVISION..11
A Word About the Bilingual-Bicultural Skills........................11
Humanistic Approach...12

YOUR ROLES AS THE FIELD SUPERVISOR..................................15
Supervisor..15
Trainee...15
Assessor..16
Administrative Liaison..17
Counselor...17
Consultant..18
Assessing Yourself..19
References..21

FIELD WORK..25
The Student Training..25
The CDA Trainees..28
Where is Field Work Done?...29
Quality Training Sites..30
Assessing the Training Sites..32
Training Materials..33
Organizing for the Trainees...31

FIELD SUPERVISION VISITS..39
Arranging a Field Visit...39
Deciding What to Observe..40
Conflicting Roles...40
Practical Considerations...41
References..42

APPENDIX..43
Bilingual-Bicultural CDA Training Counselor Competency Assessment...45
Glossary of Terms...62

Every life we touch is a field: everything we do and all the words we speak, are seed. What will the harvest be?

Rowland

INTRODUCTION

This guide is to help you supervise the student training counselors in the Texas Bilingual-Bicultural CDA Trainer Program as they do their field work. Intended as a supplement to the curriculum design, this guide offers practical suggestions to make your job easier.

THE TEXAS TRAINER PROGRAM

The Texas Bilingual-Bicultural CDA Trainer Program is a federally funded project. Its ultimate goal is to improve Head Start and other child care programs for Spanish-speaking preschool children. The premise is that preschool programs can best be improved by improving child care staff.

Federal guidelines require that by 1981 all staff of Head Start programs, who do not have degrees in early childhood education or child development, be credentialed CDAs (Child Development Associates) or enrolled in a CDA training program. Already some 45 Texas community colleges offer CDA training. Most of these training programs, however, focus on the basic CDA competencies--the six skills which have been identified as necessary for working well with any preschool child. Head Start staff who work with bilingual-bicultural children must have two additional competencies. These are:

- comprehending and communicating with children and adults in both Spanish and English, and
- supporting the child's ethnic identity and self-concept by making culture experiences an integral part of the daily program and supplemental activities.

(These bilingual-bicultural competencies have been integrated into the original CDA competency standards.) To enhance the skills of these bilingual staff in Head Start, the Federal government is trying to provide trainers, who will train bilingual-bicultural CDAs. Before the trainers can begin training, they, themselves, need to be trained. The Texas Trainer Program offers a model for training bilingual-bicultural CDA trainers. (The persons enrolled in the Texas Trainer Program are referred to in this volume as student training counselors.)

The Texas Trainer Program is nine months long, with four days of academic sessions once each month. Between sessions, the student training counselors work in the field, training two or three child care staff in a Head Start or other preschool center with Spanish-speaking children. (These staff in training are referred to in this volume as "trainees" or CDA candidates.) The idea is that if student training counselors are to become competent, they must begin to train prospective CDAs while they, themselves, are still in training. The training which student training counselors give their trainees is the field work of the Texas Trainer Program.

A TWO-TRACK PROGRAM

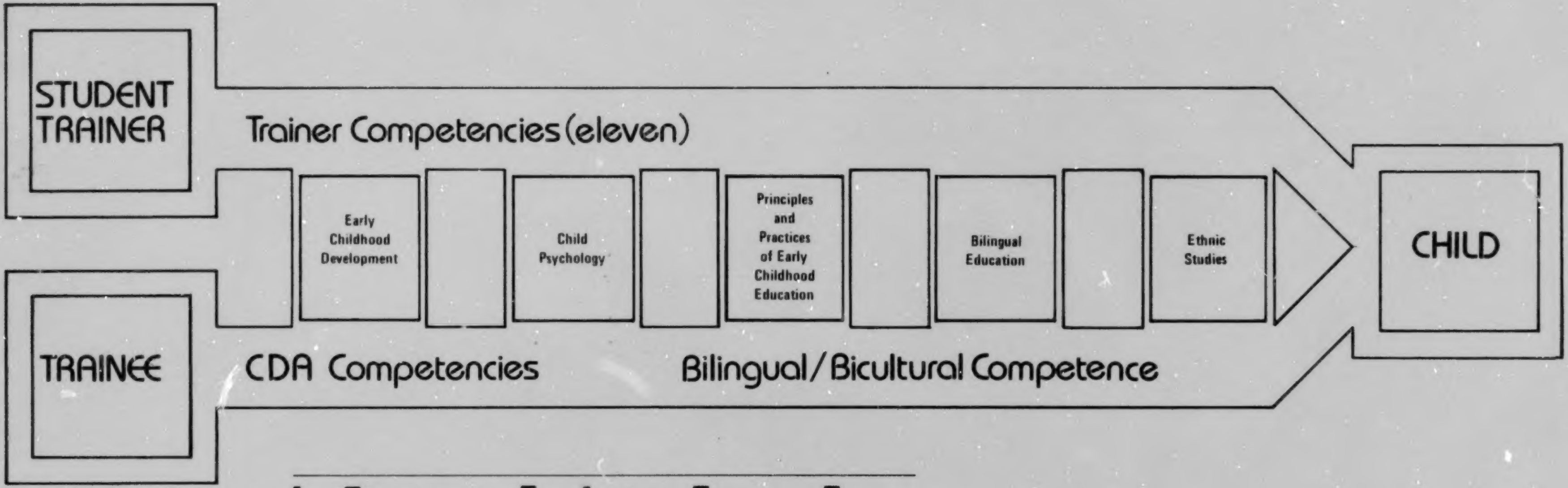
If this sounds confusing, it may be easier to understand the program if you think of it as two tracks (See next page). On one track is the student training counselor who is learning to be a competent trainer. On the other track is the trainee, who is learning the CDA competencies. The two are tied together by a bond of need: the student training counselor needs trainees so that she/he can learn how to train prospective CDAs; the trainee needs the student training counselor in order to become more competent in working with children. Both the student training counselor and the trainee share a common knowledge base, as illustrated by the planks of early childhood development, child psychology, principles and practices of early childhood education, bilingual education, ethnic studies, evaluation and so on. The mutual destination is quality child life The trainee will reach that destination by working directly with children in a Head Start center or preschool. The student training counselor will reach that destination on another level, by guiding the training of two or more CDA trainees.

A WORD ABOUT COMPETENCY-BASED EDUCATION

The Texas Trainer Program is competency-based. The emphasis is on the "ability to do," the ability to perform well, rather than the ability to show what one knows by virtue of written tests or past credentials. The Texas Trainer Program is competency-based, because CDA is competency-based. Child Development Associates are credentialed because of how well they work with children. Student training counselors will be judged on how well they can train prospective bilingual CDAs. It is very likely that the student training counselor will serve on Local Assessment Teams after their trainees apply for national CDA assessment.

As the field supervisor in a competency-based program, you should be well versed in the competency-based approach to teacher education. W. Robert Houston and Robert Howsam in Competency-Based Teacher Education[1] state that while all education has knowledge and skilled individuals as the goal, competency-based education is different in several important respects:

1. precise learning objectives--the competencies that the learner is expected to acquire are identified in behavioral terms and known both to the teacher



STUDENT TRAINER

Trainer Competencies (eleven)

TRAINEE

Early Childhood Development

Child Psychology

Principles and Practices of Early Childhood Education

Bilingual Education

Ethnic Studies

CHILD

CDA Competencies

Bilingual/Bicultural Competence

bilingual~bicultural CDA trainer program

a two track program

and to the learner beforehand. Instead of being judged against the performance of classmates, the learner is judged against specified criteria.

2. accountability--the learner is held accountable for being able to demonstrate the competencies. Responsibility for learning shifts from the teacher to the learner.

3. personalization--the instructional program is individualized for the learner; the learner has several options to follow in attaining the objectives.[1]

What does this mean for the Texas Trainer Program? First, the student training counselor must have precise learning objectives. (See the training counselor competencies in the Appendix.) These trainer competencies are made known to the student trainers at the beginning of the program. They are the criteria that you will use in assessing a student trainer's performance as you observe that student in the field. They are the performance measures that will determine whether a student trainer successfully completes the program.

In addition, the student training counselors must understand and accept early in the program that they, themselves, are responsible for attaining the training counselor's competencies. They must understand that the academic faculty will guide them to learning experiences that will help them acquire the necessary knowledge for training prospective CDAs. They must understand, too, that you will counsel with them on field visits to show how far they have come toward developing the skills needed for training prospective CDAs. But the responsibility for learning is the student training counselors', not yours.

Thirdly, training is individualized for each student training counselor. Counseling at the beginning of the program helps discover each student training counselor's competency and develop an individual training plan for that person. How the student training counselor will learn is the decision of that individual, in consultation with you and the academic faculty. The student training counselor should have a variety of instructional activities to choose from in the academic sessions. Likewise, you should help individualize the field work for each student training counselor.

Stanley Elam in Performance-Based Teacher Education: What is the State of the Art? noted certain other characteristics that are related to competency-based education.[2] These include:

1. The learning experience is guided by feedback. You should help the student training counselor be open to how you and others react to their performance. Too, what you observe in the field may be used to modify the academic session or other aspects of training to meet the needs of the students. In this way, field work and academic sessions are integrated and training is individualized.

2. Instruction is in modules. A module is a set of learning activities, with objectives, prerequisites, assessment, experiences, and remediation, that permits greater individualization and targeting on specific competencies. Modules for the Texas Trainer Program are introduced in the academic sessions.

3. The program is field oriented. Because of the heavy emphasis on performance, the principal place for demonstrating of learning is the field. Skills and personal capacities for training adults will be shown in the field work.

4. Instruction moves from mastery of techniques to selective use of techniques. As the student training counselor learns various teaching methods, she/he is gradually able to evaluate a learning situation and choose which teaching methods will be most effective.

5. Prospective teachers are taught in a way they are expected to teach. The student training counselors are trained in a competency-based program, just as they are expected to train prospective CDAs in a competency-based program. Therefore, it is essential that the student training counselors understand the principles of competency-based education, too.

6. Learning is viewed as continuing throughout the career of the individual, rather than merely being preservice in character. This idea has long been a part of the goals for training staff of Head Start.[2]

CDA TRAINING

The CDA Program: The Child Development Associate: A Guide for Training states that "the obvious, if difficult, aim of CDA training is to help trainees incorporate the CDA competencies into their everyday behavior. In addition to acquiring the competencies, there are four overarching goals which relate to status and advancement in the early childhood education profession." While these goals apply principally to training prospective CDAs, they apply equally to the training of bilingual-bicultural CDA training counselors.

1. Acquisition of the CDA role--developing positive concepts of one's own work role. What do others expect of me?
2. Development of teaching style--understanding and refining one's own interpersonal style in relating to children, parents, colleagues and others.
3. Acquisition of teaching techniques--acquiring specific techniques and skills.
4. Socialization into the profession--acquiring a broad background in the field of early childhood education and the social issues associated with programs for young children. Acquiring a professional self-image, commitment to the profession, and a sense of involvement in professional groups and activities.

Student training counselors need not be credentialed CDAs in order to enter the Texas Trainer Program, but they may apply for the credential after the Program is ended. It is essential that they understand the CDA concept and exemplify the CDA competencies themselves. It is also important that student training counselors learn about the CDA official assessment and credentialing process so that they can assist their trainees who want to apply for the credential.

DISTINCTION BETWEEN TRAINING AND CREDENTIALING

Many people mistakenly assume that the awarding of the CDA credential is part of a CDA training program. You, as the field supervisor, must make it clear to your student trainers that training is separate and apart from the official CDA assessment and credentialing process. Training is what your student trainers will provide for their trainees. The official CDA assessment and credentialing is the responsibility of the National CDA Consortium, Inc., Washington, D.C. Once the trainees have finished their training, they may apply to the National CDA Consortium for assessment. Brochures and other materials are available to inform your student training counselors and their trainees about this process.

After the CDA trainee applies for assessment, an assessment team is formed, made up of the trainee (now called CDA candidate), the trainer, a parent, and an official representative of the CDA Consortium. This Local Assessment Team (LAT) will review evidence of learning which the candidate has collected in a portfolio, interview the candidate at length, and observe the candidate working with children. If this team judges the CDA candidate competent, they will recommend that the CDA credential be awarded. In due time, the candidate receives the credential, which may be displayed in the center.

In many ways, the final assessment and the CDA credential may be viewed as an extra--a finishing touch. While the CDA credential is a much deserved and highly worthwhile recognition, one must not lose sight of the fact that it is a product of striving for competence. The competence and the striving are more important. Not all who apply for the CDA credential come out of a formal training program; their competence is the result of years of experience and inservice workshops. Those who have received training may have done so in different ways--perhaps a two-year CDA training program in a community college, a self-instruction program under the direction of an experienced teacher, or even a college program leading to a degree in early childhood education or child development. The better the training and experience, the higher the competence and the better the interaction with children.

FOCUS OF SUPERVISION

What makes a competent bilingual-bicultural CDA training counselor? The Texas Trainer Program has identified 11 skill areas that characterize a competent trainer. (See Appendix 1.) These skill areas of trainer competencies, are:

1. Organization and management.
2. Theoretical understanding and knowledge.
3. Bilingual-Bicultural education.
4. Language.
5. Culture.
6. Modeling effective teacher behavior.
7. Interpersonal skills.
8. Communication skills.
9. Problem Solving.
10. Assessment
11. Leadership.

As field supervisor, you will be observing student training counselors as they work with trainees to see how competent they are in the 11 skill areas. The Texas Trainer Program is designed to bring the student trainer to competency in each area. That will be done through a combination of academic sessions and field work.

What exactly will you observe in the field? When will you observe which skills? How does field work interface with the academic sessions?

A WORD ABOUT THE BILINGUAL-BICULTURAL SKILLS

Your supervision should focus on the student trainer as a teacher of child care personnel. Your criteria will be the 11 trainer competencies. Because this is a bilingual-bicultural program, the bilingual-bicultural skills are essential, but not all-important to the exclusion of the other competencies. The student trainer should have in mind the best interest of the children, for "Child" is the first word in "Child Development Associate." How she/he displays that interest in children, in this case children who happen to be Spanish-speaking, will be evident in how she/he teaches the child caregiver.

It is well to keep in mind that the language in the Texas Trainer Program is Spanish and the associated cultures are Chicano, Mexican, Mexican/Indian, and Spanish. The fact is that children in Texas child care centers reflect many cultures--Black, German, French, Polish, Czech, Irish, Scot, Anglo and so on. The idea should be cultural pluralism, not cultural superiority. The bilingual-bicultural competencies should be integrated with the other trainer competencies and with the CDA competencies.

One good way to integrate the bilingual-bicultural competencies is to encourage the student trainers to speak Spanish while conducting their training sessions and counseling with the trainees. The trainees, too, might be encouraged to use Spanish not only in working with children but also in their supplementary responsibilities, such as planning and recording their observations of children. You must show by your example that bilingualism is an advantage.

Most probably, the student trainers you will be supervising are bicultural. Studies have shown the bicultural individual is frequently forced to choose between his loyalty to two different groups. As such, the bicultural individual is under stress and may face so much frustration that he or she attempts to resolve the conflict by choosing one group and rejecting the other. As a result, you may observe that some of the student trainers insist upon being called "Chicano" and concentrate on the history and culture of Spanish-speaking Texans just within the 1900s. Some student trainers, on the other hand, may prefer to appear highly Anglicized. And others may come from Mexico and identify with that population.

The goal, of course, is a balance of both worlds--an appreciation and pride in one's cultural heritage (culture here refers to a broad view of hispanic culture) as well as the ability to function effectively in the dominant Anglo society. Finding that balance takes some people a lifetime, don't be surprised if your student trainers cannot achieve the best of both worlds in a nine-month training program.

HUMANISTIC APPROACH

Values and learning styles reflect a concern for the person inside the student trainer. This concern has been called the "humanistic approach to education." Paul Nash in A Humanistic Approach to Performance-Based Teacher Education says, "A humanistic approach to education implies that one be centrally and fully present in whatever one undertakes. If we want to nurture people's creative energies, we must try to organize education in such a way that their 'performance' will relate to their own innermost yearnings and convictions."[3] How well you are able to sense the inner convictions of student training counselors will help you respond to their learning needs and guide their training. You should also, in Nash's words, "Encourage the inclusion of concern for self-direction, responsibility for one's own learning, involvement in the present learning experience and the development of qualities like curiosity, wonder, awe, imagination, commitment, openness and respect for self and others." Important for you to remember is the wholeness of the humanistic approach. As Nash says, "To teach skills humanistically is to teach them not as isolated mechanisms but in a gestalt of imagination, purpose and meaning."[3]

YOUR ROLES AS THE FIELD SUPERVISOR

It is not an overstatement to say that the field supervisor is the single key person in the Texas Trainer Program. The field supervisor is more than the administrator of the internship side of the program, more than a monitor checking student trainers' field assignments. The field supervisor is the judge of the trainers' competence in the field and determines whether they successfully complete the program. The field supervisor is the bridge between academic sessions and field work; the field supervisor can step back and see where the training program is working and where it is not. The field supervisor performs many roles--supervisor, trainer, assessor, counselor, administrative liaison, consultant.

SUPERVISOR

In your role as supervisor, your responsibilities are to:

1. Observe the student training counselor interacting with trainees at the field site in developing the CDA competencies and bilingual competencies.
2. Observe the student trainer interacting with children, thus serving as a model for the trainees.
3. Give structured interviews to the student training counselor after each observation, which includes: (a) recognition of strengths and weaknesses of the trainer in training the trainees; (b) written prescription for learning in areas of need; and, (c) an agreement to complete mutually agreed upon learning activities.
4. Examine carefully the student training counselors' record keeping methods, resource room, and methods of assisting trainees with their CDA portfolios.
5. Ascertain formal and informal interactions related to cultural heritage within the particular community setting.

TRAINER

Because the student training counselors will be learning skills as well as refining them, you may often serve as their trainer. You will demonstrate teaching methods and model effective teaching behavior. If, for example, one of your student trainers does not know how to lead a group discussion after viewing a film, you may want to set up a demonstration, actually showing how to plan the questions to be asked, encouraging contributions from everyone in the group, recapping the two or three most important ideas from the film. You show how to organize for training and how to use outside resources, such as a nurse or fireman.

Also as the trainer, you are responsible for reinforcing what the student training counselors cover in the academic sessions. You watch for ideas or principles the student training counselor' may have misinterpreted in academic sessions. You bring them assignments and review content of any academic sessions the student trainers might have missed because of illness or conflicts. You check to see that assignments are completed satisfactorily. Very likely, you will have to attend at least part of the academic sessions to know what content areas the student trainers are covering. Sometimes not all the student training counselors will be enrolled in the same classes, so you will have to schedule your time carefully.

ASSESSOR

As field supervisor, your most significant role is that of assessing the student training counselors'competence. You must judge their performance against the specified trainer competencies. You must decide whether they are learning content adequately in the academic sessions or in individual study and applying it appropriately. You must assess their affective behavior and their sensitivity to trainees. You must evaluate their bilingual skills and see how they are incorporating bicultural aspects into the training.

This will require careful record keeping on your part, observation skills that describe behavior instead of ascribing meaning, and documentation of your observations and your counseling efforts to improve the trainers' behavior. In addition, you will need to obtain feedback from the CDA trainees about how their trainer is doing--from parents, from children, from the center director.

Aside from assessing the competence of the student trainers, you will have to work with each one in assessing the training sites. You and the training counselor will judge the quality of the indoor and outdoor learning environment of the center to see if it is a quality place for children. If it is poor and changes cannot be made due to limited budget, rules, lease restrictions, or other problems,you have to analyze the situation and adjust the program appropriately. It will be a real challenge to create an environment in which the training counselor and the CDA trainees have the opportunity to demonstrate competency in less than optimal conditions.

Assessment is a normal and ongoing process during any CDA or competency-based program. In fact, assessment is a major part of field supervision. Only by observing an individual in the field can a judgment be made of the individual's competence. In the Texas Trainer Program, you, the field supervisor, will continually assess the student trainers. The student trainers, in turn, will assess their CDA trainees'work with young children.

Assessment, as it relates to CDA, is intended to be free of the anxiety that often accompanies evaluation of a student's performance. The emotions that come to mind with the phrases "passing or failing," "making an A," and "having a test," are irrelevant. Assessment as it is used in connection with CDA training is what some educators have called "formative evaluation"--it is evaluation that is used often during a program (rather than after the program has ended) to improve the learning that is taking place. Assessments you make of the student trainers should be used to shape and mold a student's training program. As such, assessment does not end with a score or a grade, but includes a prescription or remedy that is built into the next stage of training. An assessment for the student training counselor, then, means: "This is where I am, there is where I need to be, this is how I can get there," and later,"Have I arrived?"

ADMINISTRATIVE LIAISON

As field supervisor, you may be the only staff member of the training program who participates in both the academic and field aspects of the program. As such you are the liaison between the training program and the employers of the student trainers. It is your responsibility to establish rapport with the employers, explain the objectives of the program, and determine what procedures to follow in making your field visits. Some center directors require visitors to stop at the administrative office before going out to a center; some require a one-time introductory visit.

The student trainers are responsible for obtaining agreements from their employers, center directors, and trainees for participating in the training program, but you will have to be alert to any problems that arise in maintaining agreements. If an agreement cannot be kept or if a training site proves inappropriate, you will assist the student trainer in making other arrangements.

COUNSELOR

In fulfilling your roles as a supervisor and an assessor of performance, you must remember that you are a counselor, not a critic. Meet the student training counselor where she is and welcome her as she is. If she trusts you as a person and begins to feel secure in herself, she will feel better about recognizing her weaknesses and overcoming them.

Pointing out weaknesses and shortcomings should be handled in a positive, constructive way. Instead of saying: "That was wrong; you didn't do that right," your approach should be "A better way to handle that might be to...." Counseling about weaknesses should always be done in a private conference with the student trainer. A simple rule to remember is: Reprimand in private, praise in public.

Sometimes it is better to pose a question to the student training counselor instead of pointing directly to faulty performance. "How did you feel when...?" "How do you think the trainee felt when you...?" "Are there other ways of doing...?" Asking questions sometimes takes the pressure off the student trainer and puts it on the situation, and the student trainer is better able to view it and performance objectively.

A frequent responsibility in your role as counselor will be problem exploration. Notice there is a difference between problem exploration and problem solving. Only the student trainer can decide how to solve a problem, you are there to help find alternative solutions. Some student training counselors may expect you to solve their problems for them, even their personal affairs, but it is best for you to help them learn problem solving techniques or refer them to helpful information sources, professionals, or agencies. After all, they will be serving a similar role for their trainees. Unless you have some background in guidance and counseling it would be wise to refrain from getting involved in personal counseling. Even then, wisdom suggests a cool, professional distance rather than a personal or emotional involvement with the student training counselors. Be friendly but don't try to be a close, personal friend.

CONSULTANT

As an outsider coming into a Head Start center or other preschool to supervise trainers, you will likely be viewed as an expert. Often, you may find that center directors, school principals, or staff will ask you for advice. Acting as an impromptu consultant can give you an opportunity to make some significant changes that will benefit student trainers, child care staff and the children in the center, or it may get you into trouble. Consultants are paid outside experts who give ideas. They do not solve problems, they do not make decisions for anyone, they do not come back to check whether their ideas are being carried out. They are simply a breath of fresh air coming in with open minds, knowledge, creative instincts and imaginative suggestions.

Knowing that you might be called up to play an informal, consultant role, it might be wise for you to become familiar with the policies and history of the training sites where your student trainers are working. How are the centers regarded in the community? What are the relationships of the centers to the independent school district, county government, the city council, the community action agency? What personalities are involved? What local politics are involved?

In giving your ideas to a center director who asks you about a problem, it is wisest to hold up the best interests of the children as your standard. An innocent sounding question about spending more money for children's lunches versus investing in a new building may be a festering emotional issue between parents on the advisory board and local health inspectors. Your response might take the form of questions aimed at the well-being of the children. "Are the lunches nutritionally sound now?" "Do you have a nurse who checks for anemia and other nutritional deficiencies?" "Do the children get enough to eat at home?" "Does the present building meet health and fire regulations?" "How would a new building meet the children's needs better?" It is often better to say too little than too much when you are not aware of how your questions and ideas will be used.

ASSESSING YOURSELF

Who are you? What do you value in education? What do you believe comprises quality child life in a child care center? What is your teaching style?

These are some of the questions you must ask yourself before you can fulfill your varied roles as a field supervisor and accurately assess the field work of the student trainers. Know yourself. Understand your own self-concept. Thomas F. Ryan and Josue Cruz in Assessment: Humanizing Decision Making offer some simple exercises for getting in touch with yourself.[4] They include:

1. Write down a few key characteristics which define you as a person.

2. Write down your personal goals--some but not all should deal with education.

3. List immediate and long-range goals you as an educator hold for children.

Regarding goals, Ryan and Cruz suggest a single long-term goal for the persons we serve. "Ultimately, we hope for competent, confident, caring, literate human beings. We believe that to accomplish this goal, educators must facilitate the development of four dimensions of literacy: person, social, intellectual and aesthetic. The decisions we make must contribute to this goal."[4]

Once you have defined your goals and are in touch with yourself as a person, then ask: "Do I practice what I preach? Could a colleague, a parent, a child see my earlier stated goals reflected in my day to day interaction with student training counselors or children?" The relationship of your goals to your teaching style may account for your successes as well as your failures as an effective teacher or field supervisor. What are your strengths? Your weaknesses? How can you enhance your strengths and overcome weaknesses? What are your biases? All of us have some. Don't be afraid not to be all things to all people. If you know what your biases are, you are better equipped to deal with them.

You, as a field supervisor, and your student trainers belong to a larger class known as the helping professions. Included in this class are doctors, psychologists, social workers, nurses, counselors, and therapists. All are concerned with helping people relate better to others or to the world in which they live.

The book, Helping Relationships, by Combs, Avila and Purkey says that the primary tool with which professional helpers work is themselves--the self is an instrument.[5] Professional helpers must be thinking, problem-solving people. Their responses must be immediate, as when a teacher responds to a child. How effective a helper is depends upon one's knowledge and understanding combined with one's own ways of helping. Beliefs have a controlling effect on behavior. What we believe determines what we do.

The authors have found that effective helpers have certain beliefs in common. They can be grouped in five major categories:

1. Subject--an effective helper must be well-informed about the subject, but information is not enough. Knowledge must have personal meaning for the helper; he or she must be committed to it and be able to draw from it instantly.

2. What people are like--good helpers generally believe that people have the capacity for dealing with their problems, are friendly and well-intentioned, possess a dignity and worth which must be respected, are internally motivated, are trustworthy and dependable, and can be important sources of satisfaction.

3. Oneself, self-concept--good helpers generally consider themselves a part of mankind rather than alienated from it, adequate to deal with problems, trustworthy, wanted and likeable, and worthy as persons of dignity and integrity.

4. Purposes--effective helpers are concerned with freeing rather than controlling people, focus on larger issues rather than smaller ones, are more likely to be self-revealing and willing to be themselves, tend to be personally involved with the persons they work with, are oriented more toward process than goal, would rather help other people than attend to their own selfish goals.

5. Approaches to the task--A good helper's approaches to the task are more likely to be toward people rather than things, and toward perceptual experiences of people than with objective facts.[5]

The making of a professional helper is a purely personal matter. Learning to use the self as an effective instrument is a matter of personal discovery, a problem in becoming. The making of a teacher is not so much a matter of learning how to teach, but of becoming a teacher.

What are your beliefs in the five categories? Do you share those beliefs commonly associated with effective helpers? What about the student trainers? How can you help them become more effective helpers?

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FIELD WORK

Field work is internship. Many professions and trades require incoming members to serve internships or apprenticeships while they are in training. Medical schools have their interns; technical schools their apprentice mechanics; colleges of education their student teachers. In the Texas Trainer Program, the student training counselors are apprentices, actually doing the kind of training they will do once the program is ended.

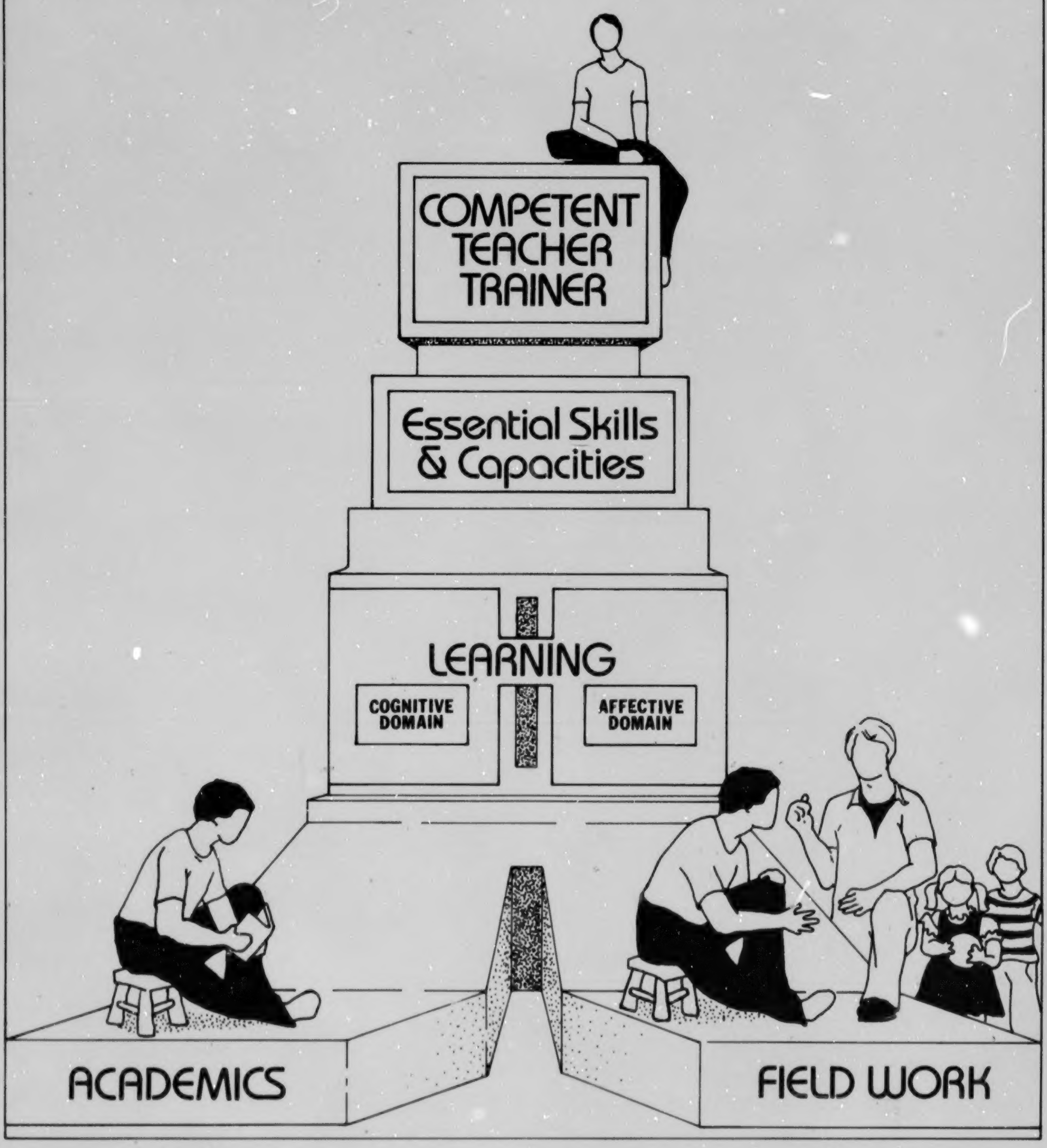
Field work is a dynamic learning experience. It may consist of many types of field experiences, including:

1. Preparing individual training plans for two or three trainees.
2. Conducting academic sessions for trainees--lectures, films, group discussions.
3. Setting up a resource room for trainees and maintaining it.
4. Observing trainees as they work with young children; counseling with the trainees afterward--in other words, supervising the field experiences of the trainees.
5. Helping trainees apply for CDA assessment and credentialing and possibly serving on the Local Assessment Team in the role of trainer.

Field work is an ongoing cycle of planning, training and assessing. "Ongoing" is a key word. Each month the student trainers plan activities for their trainees, conduct training sessions, assess the trainees, and use the assessment findings in planning the next cycle. The climate for training should be one of continual growth and expansion, building on the student trainer's strengths and gradually overcoming weaknesses.

THE STUDENT TRAINERS

The student trainers under your supervision ideally should enter the program with a solid knowledge base in early childhood education or child development and have two to three years of successful experience in working with children. They should be proficient in Spanish, reading and writing as well as speaking. They should have the personal capacities for relating effectively to young children and be able to model these capacities for the trainees; they should have the ability to work with adults.


COMPETENT TEACHER TRAINER
Essential Skills & Capacities
LEARNING
COGNITIVE DOMAIN
AFFECTIVE DOMAIN
ACADEMICS
FIELD WORK

When they complete the Texas Trainer Program--if the objectives of the Program are to be realized--they should have the ability to:

1. Train CDA candidates to demonstrate the core CDA competencies, incorporating the bilingual-bicultural criteria for working with Spanish-speaking children.

2. Assess bilingual-bicultural preschool programs and train others to do this.

3. Develop and implement bilingual-bicultural preschool programs and assist others to do this.

4. Provide leadership in improving the education of Spanish-speaking children.

How well the student training counselors can demonstrate these abilities will depend on how far they have gone toward attaining the 11 training competencies. (See Appendix 2.) What the student trainers expect to get out of the Program will determine how much effort they will put forth in attaining the trainer competencies and where they will put their emphasis.

Expectations will vary. Some will view the program as a stepping stone to a Master's degree, some will hope for an offer to teach at a community college, some will aspire to community leadership in bilingual education. You can help student training counselors view the program realistically. Probably the program will help them broaden their knowledge of early childhood and bilingual education; it will help them develop supervisory skills; and it likely will result in greater self-confidence and leadership abilities. Better jobs and a higher salary, however, cannot be guaranteed. Student training counselors will receive college credit for successfully completing the program, but further college work will be on their own. While they may apply for the CDA credential--the same credential their trainees apply for--there is no official "CDA trainer certificate" to hang in their offices. Texas has a great need for bilingual CDA trainers, and student trainers can expect to make a valuable contribution toward improving staff of Head Start centers. Ultimately, they will impact the quality of the preschool setting for Spanish-speaking children--this is where the real emphasis belongs.

Not all participants in the program will make good trainers. You and the academic faculty have an ethical responsibility to counsel out students you feel may not relate well to adults or do not have sufficient experience with preschool children. It is best if you can help the student to feel going on to another career would be better suited to her talents and abilities. The Texas Trainer Program, at the least, will enhance the leadership skills of its participants.

A participant may find that she is more content to remain a child care worker; indeed, working with children can provide many rich rewarding experiences. Or she may want to move into the business side of operating a child care center. Certainly, more bilingual child care administrators are needed in many Texas communities.

THE CDA TRAINEES

Each student training counselor is required to locate two or three child care workers willing to work toward attaining the CDA and bilingual-bicultural competencies. Trainees should be bilingual and employed in a Head Start center or preschool with Spanish-speaking children. Student trainers should be advised, in light of the pressure of the regular job duties and academic assignments, to select the child care personnel who are already competent, experienced and want to increase their training.

Because the trainees will be encouraged to apply for the CDA credential after their training, they should also meet the requirements of the National CDA Consortium, which are that they:

1. be at least 16 years old, and
2. have at least 8 consecutive months of full-time or 16 consecutive months of part-time (less than 3 days a week) experience working with 3-5 year old children in a group setting.

The trainees will be training to the CDA competencies. These are:

1. setting up and maintaining a safe and health learning environment;
2. advancing physical and intellectual competence in young children;
3. building positive self-concept and individual strength in young children;
4. promoting positive functioning of children and adults in a group environment;
5. coordinating home and center child-rearing practices and expectations; and,
6. carrying out supplementary responsibilities related to children's programs (this includes record keeping, scheduling and planning, managing a children's center).

In addition, the trainees will be training to the two bilingual-bicultural competencies:

- comprehending and communicating with children and adults in both Spanish and English;
- supporting the child's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

You will assist the student training counselors to incorporate these bilingual-bicultural competencies into the six core competencies listed above.

These competencies are the foundation for both training and credentialing Child Development Associates. All of these competencies relate to the role of a CDA as a person whose primary responsibility is directing the daily activities of groups of children in center-based preschool programs. The competencies also apply to persons who work in centers where handicapped children are integrated into the regular program, as Head Start is required to do by law.

The competencies overlap and interrelate. Helping a child learn to ride a tricycle can aid physical development and muscular coordination, but may also foster self-esteem. Making tacos or other ethnic foods in a cooking activity supports a child's ethnic identity but also can teach safety, health and nutrition.

WHERE IS FIELD WORK DONE?

The training that student training counselors give child care staff usually takes place at the child care center where the trainees work. It is also possible that some training tasks are performed at the center where the student trainer works. (In some cases, the CDA trainees and the student training counselors work in the same center.) These settings are more than apprenticeship sites for the student trainers; they are laboratories where they learn about teaching.

Before the training begins, the student trainers will enter into signed agreements so that training can proceed smoothly.

1. With the trainer's employer--to provide release time for the student trainer to participate in the training program and to function as a training counselor with the CDA trainees.
2. With the persons to be trained--to cooperate with the student training counselor in working to

attain the CDA and bilingual-bicultural competencies; and to upgrade the quality of the Head Start center or preschool where the trainee works, to make it an appropriate CDA training site, if such is not already the case.

3. With the director of the Head Start center where the CDA trainees work--to permit the student training counselor to work with the trainees in acquiring the CDA competencies and to upgrade the quality of the center, if necessary.

Because both the student training counselor and the trainees have responsibility for care of children, it is important that their employers understand when and how often the student training counselor and the trainees will be away from their regular duties to participate in training. An employer may welcome the idea of on-the-job training for staff but may have only a vague idea of the amount of time and the kinds of changes it will entail.

The student training counselor needs time to attend the academic sessions four days a month, conduct training sessions for the trainees, which may be one afternoon a week, and supervise the trainees as they work with children, which may be one or two days a month per trainee. The CDA trainees need time to attend training sessions; most of their learning activities can be done as part of their regular duties. These specific times should be written into the agreements so there will be no misunderstanding by employers and so that the center directors can make other arrangements for the care of the children, if necessary.

Written agreements of this type help confirm the serious nature of the training program and obtain genuine commitments from the parties involved. Signing a "contract" to undergo training forces the trainees to think about their job duties, their family responsibilities, and perhaps even their career goals. Agreements also may specify what kind of financial commitment will be required of the CDA trainee--cost of instructional materials, application fee for CDA credential, supplies, and so forth. Time commitments may also be a part of the "contract."

QUALITY TRAINING SITES

The setting where CDA trainees do their field experiences is critical if they are to learn and demonstrate their competency in working with children. Federal guidelines for CDA training state that at least 50 percent of the CDA trainee's time should be spent in supervised field work. Settings may include Head Start centers, private day care programs, laboratory schools connected with colleges or high schools, kindergartens or prekindergartens and nursery schools. The child care setting is addressed in the first CDA competency: setting up and maintaining a safe and health learning environment. Is the center a place for quality child life?

The following points should be remembered in selecting training sites for the Texas Trainer Program:

1. The program should have a high percentage of Spanish-speaking children, in order for the CDA trainee and student training counselor to demonstrate the bilingual competencies at their respective levels.

2. The center should be a good example of a developmental program for young children--as opposed to a babysitting service or custodial care.

3. The center should provide the CDA trainee with the opportunity to have primary responsibility for children's activities during the time she/he is training. The CDA trainees should interact with the children and parents and participate in the design, implementation and evaluation of the program.

4. The center should provide the CDA trainee with ample opportunity to work with children 3-6 years of age. The CDA competencies relate to this age group of children, so it is important that the trainee learn first hand about their developmental characteristics and appropriate teacher behaviors.

ASSESSING THE TRAINING SITES

One of the first assignments for the student trainers will be to assess centers that will be used as training sites. They can use the "Program Review System for Competency-Based Preparation of Child Care Workers," a document which provides a uniform set of guidelines for use by a site review team. The document can be used to obtain a profile of the center, including strengths and weaknesses and areas in which the center fails to meet the requirements of an appropriate CDA training site.

Ideally, the Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center, by Ilse Mattick and Francis J. Perkins, should be used by a team that includes you as the field supervisor, the student training counselor, the center director and a licensing representative from the Department of Human Resources (formerly Public Welfare). It is advised that the team members study the document and instruments thoroughly and plan the visit carefully before conducting the first site review in the field.

Recommendations from each individual team member as well as from the entire team should be heard. Together the team can assess the findings of the site review and plan appropriate actions if the site is to be used.

If possible, the CDA trainees should be placed in sites that are best suited for learning competencies. Probably there will be no choice for the trainees but to remain in the sites where they are working. In such cases, the student training counselors may help the trainees in working with the center director to improve the site. The student training counselor also may want to schedule short visits to good Head Start or child development centers nearby to broaden the trainee's knowledge.

Aside from assessing the training sites of the trainees, the student training counselors should evaluate their own centers and negotiate with the center director to make improvements, if necessary. The student training counselor will also make arrangements for rooms to conduct training sessions, particularly if films or video tapes are to be shown. The training sites may have a parent conference room, library, extra office space or classroom that will serve the purpose. A resource center or library for the trainees may be more difficult to set up. If the center has a library for staff use, a shelf may be set aside with materials reserved for CDA trainees. The student trainer very likely will have to establish some kind of loan program with a community or college library.

TRAINING MATERIALS

The student trainer's principal "textbook" or manual is the Training Counselor's Guide, Book 8 of the Texas CDA Instructional Materials. The book provides information about training prospective CDAs. The content is limited to the six basic CDA competencies, but student trainers can probably incorporate the two bilingual-bicultural competencies without much difficulty. The Guide can help the student trainers set up training programs for trainees and also explains how to use the CDA Instructional Materials, the books that the trainees will use in acquiring the CDA competencies.

It may be obvious by now that the student training counselor is a field supervisor, just as you are. The student training counselor must supervise the field experiences of the CDA trainees. Therefore, much of what is written in this manual is pertinent for the student training counselors as they do their field supervision. You may want to excerpt from it in counseling the student trainers about doing their field supervision. A tool the student trainers may use in observing the field work of their trainees is the "CDA Observation and Interview Guide," which appears in the Training Counselor's Guide of the Texas CDA Instructional Materials and in modified form in this Handbook.

ORGANIZING FOR THE TRAINEES

Aside from assessing the field site and completing the necessary agreements for training, the student trainers will have to assess the competence of their trainees and develop training plans.

To assess the competency of CDA trainees, the student trainers will use the CDA functional criteria and indicators which appear on the inside back cover of the CDA Instructional Materials. Once the student training counselor has an idea of the trainee's competence, they will sit down together and develop an individualized training plan for the trainee. Where to start? Here are some suggestions:

1. Choose the problem most urgent to the trainee.

2. Choose the simplest problem to overcome so that the trainee can build on success.

3. Choose the problem that will make the greatest difference in overall competence when solved.

4. Choose the problem that could best utilize the trainee's existing strengths.

5. Choose problems most in line with a trainee's state of development.

You may want to advise the student trainers to start with genuine problems of competence. It is inappropriate to plan further training in areas where the trainee is already competent. In a program of such limited duration, such training is usually a waste of time. It is also unsuccessful to begin by planning training in areas where the trainee thinks she/he is already competent, even if the student training counselor disagrees. Later, negotiations can be conducted around needed areas for further training.

What comprises a training plan? The training plan model developed at California State College consists of six parts:

1. rationale for change
2. goals
3. objectives
4. strategies
5. documentation and,
6. resources.

The development of the training plan goes like this: The trainer and trainee write a rationale for change, defining the problem and explaining why changes are necessary. Then they write a goal, which is a positive restatement of the problem. Under goal, they write objectives for reaching the goal. They brainstorm to suggest possible strategies for achieving the objectives; from the many suggested, the trainee chooses those he or she would like to do and draws up a time line for completion of the strategies. The trainee chooses ways to document the outcomes of those strategies that best fit his or her learning style and interests. The trainer and trainee together select resources to help in the attainment of the objectives.

When the trainee has eliminated one problem of competence and has collected documentation, she/he is ready to move on to another part of the training plan. This of course may take one week of concentrated effort or it may take several months. When it is implemented over a long period of time, other areas of training may occur simultaneously. A trainee may complete several objectives in a particular functional area and decide not to pursue that area any further at present. It is important to respect the trainee's evaluation of the situation and move on to an area more vital to the trainee at the time. Chances are the trainee will return to the area when he or she feels the need.

As a CDA trainee progresses toward competence, she/he collects products of the training--documentation of competence. These products will be included in the CDA portfolio, which is needed for the official assessment and credentialing process. The portfolio is an individual experience of the trainee; it should be a personal expression of the trainee's ability to work with children. No two CDA trainees should have portfolios that are alike. All portfolios will share some basic ingredients, however. These include:

1. Brief sketch of the trainee, including address and family information, educational history, work experience, membership in organizations, future plans, statement of beliefs about young children, and a photograph.

2. Description of the setting where the trainee works and will be assessed, including the address and sponsorship, licensing, goals, personnel, classes, number of children and their ages, racial-ethnic backgrounds, handicaps and special needs of children, and community in which the center is located.

3. Examples of the trainee's knowledge and ability in the CDA competencies, broken down into the 13 functional areas. Bilingual-bicultural criteria will be incorporated into the 13 functional areas. In each functional area, the trainee should tell why the area is important, list goals, enumerate the specific tasks for which he/she is responsible, and attach documentation of his/her competence in the area. (Examples: Importance of the functional area in: Child Development; lesson plans; examples of children's work; and pictures relevant to functional areas.)

The types of documentation are many. Here are some:

1. Pre- and post-assessments.
2. Autobiography.
3. Observations

    a. of children, staff or other centers by the CDA trainee

    b. of trainee by student training counselor, other person, or herself (viewing a video tape).

4. Records of children

    a. developmental growth
    b. case histories
    c. daily logs or journals
    d. anecdotes and,
    e. photographs.

5. Plans

    a. program
    b. lessons
    c. meetings.

6. Reports of academic progress

    a. bibliographies
    b. checklists
    c. evaluations
    d. outlines
    e. files of activities
    f. letters of recommendation
    g. explanations of workshops, lectures and classes
    h. audio tapes
    i. written philosophy.

For example, under the "Safety" functional criteria, the trainee might attach a fire exit plan, information sheets for parents on the center's safety policies, accident plans and notification of parents, and safety lessons used with the children. The CDA trainee can be guided to think of this in a culturally meaningful way and to use the Spanish language and regional dialect in teaching and carrying through activities.

Have your student trainers stress to their trainees that the portfolio is not a scrapbook, but a written professional presentation of the trainee as a teacher of young children. It should be viewed as a natural outgrowth of day-to-day experiences with young children, and not a routine task to be completed for credentialing. Preparation of the portfolio is the sole responsibility of the trainee. The trainee should use his/her unique talents and imagination in organizing and presenting the material, with careful attention to neatness and uniformity.

FIELD SUPERVISION VISITS

As mentioned earlier, the Texas Trainer Program is nine months long. You should visit each of the student training counselors once each month. Obviously, more frequent visits would be more ideal; less frequent visits would be less effective. On each visit, you will be observing behavior for specific parts of the training counselor competencies, as determined by the profile of each student trainer.

You may want to draw up a monthly visitation calendar, listing student training counselors to be visited, dates of visit, and what is to be observed. The calendar may be used month after month, changing only what is to be observed.

You will plan your time and travel and coordinate your visits so that you will have adequate time to observe each student trainer. It is recommended that one field visit cover two days--one day for observing the trainer with trainees and another day for conferring with the trainer and center director and, if necessary, modeling techniques for the student training counselor with the CDA trainees. Of course, how often you visit and how long you stay will depend upon your own schedule requirements and the needs of the student trainers. Perhaps you will involve the center director in your visits. If so, the director's schedule must also be taken into account.

ARRANGING A FIELD VISIT

Field visits must be scheduled in an orderly, systematic way. Distance to the sites, types of transportation available and holidays will be factors in your long-range planning. Illness, severe weather changes and other unexpected events may require last-minute shuffling of the schedule. In general, however, you will follow this procedure in scheduling a field visit:

Before academic session:

--Identify student training counselors to be visited during the month

During academic session:

--Confer individually with the student trainers to plan a tentative agenda for the visit. Let them know what particular kinds of activities you are coming to see and when to expect you.

Two weeks prior to visit:

- --Telephone student trainer to finalize the visit agenda and schedule.

The student, in the meantime, has made the necessary on-site arrangements, including scheduling the training sessions and making appointments with center directors.

- --Send confirmation letter of agenda and schedule to trainer, with copies to the trainer's employer and the employer of the trainees.

DECIDING WHAT TO OBSERVE

In planning the field visit with the student training counselor, you will be guided, of course, by the student trainer's profile. Those skills in which the student trainer is judged at levels 4, 5 or 6 will give you a starting point. Encourage the student trainer to speak freely about what he/she feels ready to have you observe. Think how you might save time by linking evidences of training.

Remember that this is a very short program. It may be wise to spend more time observing a skill in which the student trainer is at level 4 or 5 than at level 6. It is possible that you will continue observing a skill over and over for several months until the student trainer has achieved competency in that area. It may be, too, that a student trainer will not reach level 4 on a skill area by the time the program ends. In that case, the academic training will have to suffice.

Your best guide in deciding which skills to observe are those which will most impact the CDA trainee's children in the long run.

CONFLICTING ROLES

As the field supervisor in the Texas Trainer Program, you will observe many interactions between teacher and learner. It may be tempting for you to step in between a trainer and trainee and show the trainee a more effective way to work with children. You should not interfere, unless specifically asked to do so. As field supervisor, your responsibility is with the student training counselors. If they are not working effectively with trainees, you should speak to the student training counselor in private and explain how it could have been done differently. The student trainers are responsible for their trainees. If a trainee is not doing something properly with a child, you should allow the student trainer to bring it up with the trainee later.

When visiting a student training counselor in the field, you may be viewed as an authority figure not only by the student trainer but also by the CDA trainees. As such, you may be a source of anxiety and discomfort. To put everyone at rest, when you are first introduced to the trainees, it is wise for you to say: "I am here to supervise your student training counselor, not you."

PRACTICAL CONSIDERATIONS

The student trainers may experience some discomfort at first because they will be training their peers on the job as CDA trainees. They may appear too authoritative or too lax in the directions to trainees. You will have to be supportive and reassuring and help the student rrainer find his/her own teaching style. Another uncomfortable situation may be that the student trainer's employer is also the trainee's employer. You will have to help the employer understand and clarify roles of the student training counselor, trainees, other staff so that training proceeds with least interruption to the operation of the center.

During the course of the trainine program, the student training counselors will maintain their regular jobs. Of course, they will receive release time from their jobs to attend the academic sessions and supervise their trainees in the field, but you will have to help them organize their time so that they do not neglect their job duties while in training. In addition, the student trainers will probably have families to care for and may live and work some distance from the training sites. Try to be flexible and work out time schedules that will be adaptable to both the student training counselors needs and your supervisory needs.

The level of knowledge and experience among the student trainers may vary widely. Try to establish field experiences that will challenge the bright and experienced student trainers. Be patient with the less able student training counselors, without "talking down" to them. Remember that every student trainer will have some fine qualities and each relates to people in a different way. The field work is a place where student training counselors can not only demonstrate their competency, but also learn and improve competency. Skills can and should be enhanced on the job.

One of the unique aspects of this program is that student trainers can regard one another as potential resources, who can share experiences and learn from each other. Ideally, they should become a fraternal group who will call upon each other later in their careers for help and support.

As the field supervisor, you are serving as a model for the student training counselors. Your training techniques and counseling methods will be ones they will imitate and use with their trainees. They will observe your interpersonal skills, your observation techniques, even your dress and manner. Be aware of the image you are presenting and try to put your best professional foot forward.

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BILINGUAL-BICULTURAL CDA TRAINING
COUNSELOR COMPETENCY ASSESSMENT*

The CDA Training Counselor should be able to demonstrate his or her competency by attaining "Highly Competent" or "Competent" in at least 80 percent of the following areas.

ORGANIZATION AND MANAGEMENT OF TRAINING SUPERVISION

THEORETICAL UNDERSTANDING AND KNOWLEDGE

BILINGUAL-BICULTURAL EDUCATION

LANGUAGE

CULTURE

MODELING EFFECTIVE TEACHER BEHAVIOR

INTERPERSONAL SKILLS

COMMUNICATIONS SKILLS

PROBLEM-SOLVING SKILLS

ASSESSMENT SKILLS

LEADERSHIP SKILLS

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*These competencies have been identified by Caroline Carroll, Jennie Liston, of TDCA/ECDD, and Cathy Vasquez of Juarez-Lincoln University. Credit is also given to Peg Carter, who did some of the original work. This instrument has not been field tested, but has been used in a limited fashion between 1974-78. No normative data is available, but rather, this work represents the best judgement of those involved in its development.

ORGANIZATION AND MANAGEMENT OF TRAINING AND SUPERVISION

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Developing a personalized training program for each of his/her CDA trainees.	___	___	___	___
2.	Establishing an on-going working/learning contract with each field site and trainee.	___	___	___	___
3.	Developing a regular training schedule with each trainee.	___	___	___	___
4.	Scheduling regular planning sessions with each trainee.	___	___	___	___
5.	Developing record-keeping procedures.	___	___	___	___
6.	Establishing rapport with administrative personnel in the center.	___	___	___	___
7.	Establishing rapport with other staff members in the center.	___	___	___	___
8.	Assessing trainee's ability to work with young children.	___	___	___	___
9.	Specifying goals and objectives related to individual assessed needs.	___	___	___	___
10.	Designing a support system to reinforce training.	___	___	___	___

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*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

THEORETICAL UNDERSTANDING AND KNOWLEDGE-CHILD DEVELOPMENT

		1	2	3	4*
	The Bilingual-Bicultural CDA Training Counselor should be competent in:				
1.	Encouraging trainee to develop personal philosophy, goals, education plan for working with children.	___	___	___	___
2.	Exhibiting a knowledge of materials and resources at different levels in order to guide trainee appropriately.	___	___	___	___
3.	Creating an environment in which trainees have the opportunity to demonstrate competence.	___	___	___	___
4.	Analyzing educational climate in each trainee's situation and adjusting program as needed.	___	___	___	___
5.	Designing and conducting training sessions to meet specific needs.	___	___	___	___
6.	Using resources relevant to competencies being developed.	___	___	___	___
7.	Demonstrating knowledge of the relationship between what happens in the classroom and child development principles.	___	___	___	___
8.	Identifying behavior which is inconsistent with child development principles.	___	___	___	___
9.	Encouraging divergent and convergent thinking.	___	___	___	___
10.	Demonstrating knowledge of different learning modalities and adapting program to meet styles of trainees.	___	___	___	___
11.	Spending time in the classroom to get a "feel" for children, trainee, and setting before focusing on observation of trainee.	___	___	___	___
12.	Demonstrating ability to adapt training plan to develop flexibility within an existing structure or confines of a prescribed program.	___	___	___	___

		1	2	3	4*
13.	Relating classroom activities to historical development of early childhood principles and practices.	___	___	___	___
14.	Focusing trainee's attention on observing children's behavior in many dimensions.	___	___	___	___
15.	Setting realistic expectations for trainee based on trainee's stage of development.	___	___	___	___
16.	Developing and/or maintaining a learning resource center.	___	___	___	___
17.	Allowing trainee to experiment with new ideas, even though they may not be familiar or consistent with own.	___	___	___	___
18.	Applying theories of how children learn and develop in the classroom.	___	___	___	___
19.	Providing alternative learning strategies to effect needed change.	___	___	___	___
20.	Identifying cultural variations and adapting program to meet identified needs.	___	___	___	___

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*1 = Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

BILINGUAL-MULTICULTURAL EDUCATION

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Demonstrating a knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.	___	___	___	___
2.	Using bilingual-bicultural instructional techniques and methods with trainees that are compatible with their unique learning styles.	___	___	___	___
3.	Demonstrating the bilingual-bicultural CDA competencies (the CDA core competencies as they relate and are used in a bilingual-bicultural preschool program) to trainees.	___	___	___	___
4.	Assisting in the development and implementation of preschool bilingual-bicultural programs.	___	___	___	___
5.	Training trainees to develop and implement bilingual-bicultural preschool programs.	___	___	___	___
6.	Assisting bilingual-bicultural trainees to identify, select, develop and/or adapt materials and activities for use with Spanish-speaking children.	___	___	___	___

LANGUAGE

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Demonstrating proficiency in Spanish by communicating effectively with both adults and children.	___	___	___	___
2.	Demonstrating ability to read and write in Spanish.	___	___	___	___
3.	Providing training to bilingual-bicultural trainees both in English and Spanish.	___	___	___	___
4.	Identifying unique linguistic characteristics of the Spanish-speaking population.	___	___	___	___
5.	Accepting the bilingual-bicultural trainee's usage of regional varieties of the Spanish language.	___	___	___	___
6.	Communicating effectively with bilingual-bicultural trainees who are using regional varieties of Spanish.	___	___	___	___
7.	Providing opportunities for bilingual-bicultural trainees to expand and enrich their Spanish.	___	___	___	___
8.	Identifying and explaining theories of first and second language learning to trainees.	___	___	___	___
9.	Identifying differences between child and adult language learning, and explaining	___	___	___	___

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2 = Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

3 = Needs Improvement--Requires training and/or experience to be independently responsible.

4 = Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

		1	2	3	4*
	to trainees their implications for the preschool classroom.				
10.	Providing on-site instruction employing a variety of approaches for promoting first and second language learning through role playing situations or actual demonstration with young children.	___	___	___	___
11.	Training bilingual-bicultural trainees in methods and techniques for promoting the development of the child's first and second language.	___	___	___	___

CULTURE

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Understanding the cultural characteristics of the teachers, children and community with whom he/she is working.	___	___	___	___
2.	Identifying and explaining cultural characteristics of children to the trainees.	___	___	___	___
3.	Recognizing and accepting child-rearing practices unique to that community and relating these to the training program.	___	___	___	___
4.	Recognizing learning styles and familiar socialization patterns of Spanish-speaking children and using these as a basis for planning the training program.	___	___	___	___
5.	Training bilingual-bicultural trainees to incorporate the culture of the children they teach into the daily curriculum.	___	___	___	___
6.	Training bilingual-bicultural trainees to recognize both the similarities and differences between cultures and both the potential conflicts and opportunities they may create for children.	___	___	___	___

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MODELING EFFECTIVE TEACHER BEHAVIOR

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Demonstrating a like for children.				
2.	Exhibiting a concern for children.				
3.	Exhibiting a sense of humor.				
4.	Speaking to children at their eye level.				
5.	Demonstrating acceptance of children as persons.				
6.	Demonstrating firmness and fairness in dealing with children.				
7.	Showing affection for children.				
8.	Demonstrating consistence in her/his behavior with children.				
9.	Exhibiting confidence as a teacher.				
10.	Demonstrating enthusiasm for working with children.				
11.	Speaking in an agreeable voice.				
12.	Demonstrating genuine emotion as indicated by smiling and/or laughing or expressions of sadness.				
13.	Demonstrating a relaxed manner.				
14.	Interacting freely with children, asking questions and making comments.				
15.	Demonstrating patience with children.				
16.	Demonstrating calmness and serenity with no excess conflict or rigid control of children.				

		1	2	3	4*
17.	Exhibiting ability to handle multiple inputs.				
18.	Exhibiting alertness to situations.				
19.	Demonstrating awareness of emotional states of children.				
20.	Making physical contact with children.				
21.	Demonstrating flexibility in handling children and related activities.				

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INTERPERSONAL SKILLS

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Providing an environment of acceptance in which the trainee can grow and enhance his/her individual strength.				
2.	Providing a supportive social/emotional climate for the trainee.				
3.	Dealing with individual differences in trainee's pace of learning.				
4.	Valuing trainees.				
5.	Being aware of various emotional states in adults.				
6.	Demonstrating patience with trainees.				
7.	Appearing relaxed with trainees.				
8.	Interacting freely with trainees, asking questions and making comments.				
9.	Reinforcing or recognizing trainee when a good suggestion is made or an activity is well done.				
10.	Demonstrating flexibility with trainees.				
11.	Promoting autonomy.				
12.	Demonstrating interest in, and sensitivity to, trainee's needs.				
13.	Handling interruptions well.				
14.	Helping trainee handle frustrating situations or failure.				
15.	Working well with other staff members.				
16.	Working well with supervisors.				
17.	Appearing confident as a teacher-trainer.				

		1	2	3	4*
18.	Accepting each person as an individual.	___	___	___	___
19.	Establishing a climate of trust.	___	___	___	___
20.	Establishing behavior expectations and adhering to them.	___	___	___	___
21.	Encouraging creativity by permitting trainee's own expression and valuing trainee's contributions.	___	___	___	___
22.	Taking time to evaluate trainee's work.	___	___	___	___
23.	Recognizing trainee's strengths and weaknesses.	___	___	___	___
24.	Recognizing own strengths and weaknesses.	___	___	___	___
25.	Recognizing trainee's values, feelings and attitudes.	___	___	___	___
26.	Feeling comfortable with his/her superiors.	___	___	___	___
27.	Accepting negative feedback non-defensively.	___	___	___	___
28.	Using praise and positive feedback effectively.	___	___	___	___
29.	Demonstrating a healthy self-concept.	___	___	___	___

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COMMUNICATION SKILLS

		1	2	3	4*
	The Bilingual-Bicultural CDA Training Counselor should be competent in:				
1.	Providing clear and concise verbal direction to trainees.	___	___	___	___
2.	Listening carefully to trainee's comments, questions and responding appropriately.	___	___	___	___
3.	Communicating clearly own thoughts, feelings, attitudes, values, and commitments.	___	___	___	___
4.	Responding with acceptance statements tc trainee to show that both content and feelings have been heard and accepted.	___	___	___	___
5.	Using descriptive feedback effectively.	___	___	___	___
6.	Asking questions that stimulate, direct, and extend thinking.	___	___	___	___
7.	Facilitating communication between trainee, other staff, and trainee's superiors.	___	___	___	___
8.	Allowing trainee to evaluate own performance before making suggestions.	___	___	___	___
9.	Verbalizing effective relationship between classroom experiences and child development principles.	___	___	___	___
10.	Maintaining a tone for feedback discussions which are non-judgmental.	___	___	___	___
11.	Clarifying, building, and developing ideas suggested by others.	___	___	___	___

PROBLEM-SOLVING SKILLS

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Exhibiting skills in handling conflict situations.				
2.	Respecting trainee's right to disagree.				
3.	Recognizing trainee's behaviors that need to be altered and designing approaches to attain desired behaviors.				
4.	Accepting and clarifying in a non-threatening manner a negative attitude or tone expressed by another.				
5.	Demonstrating the ability to guide conflict situations toward positive resolutions and beneficial changes.				
6.	Implementing strategies which enable trainee to solve own problems.				
7.	Identifying cultural bias and developing methods to overcome it.				
8.	Demonstrating ability to counsel trainees effectively.				

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ASSESSMENT SKILLS

The Bilingual-Bicultural CDA Training Counselor should be competent in:

		1	2	3	4*
1.	Assessing the overall environment in which the trainee will need to function (i.e., on-site).	___	___	___	___
2.	Assessing the trainee's ability to work with young children in areas of skill, knowledge and attitude.	___	___	___	___
3.	Assessing trainee's strengths and weaknesses relative to bilingual-bicultural CDA competencies and personal capacities.	___	___	___	___
4.	Encouraging trainee to conduct self-assessment of strengths and weaknesses in relation to the bilingual-bicultural CDA competencies and personal capacities.	___	___	___	___
5.	Establishing evaluative criteria consistent with prestated objectives of trainee's identified needs for training.	___	___	___	___
6.	Providing for the trainee's continued self-assessment of achievement based upon stated objectives.	___	___	___	___
7.	Engaging in cooperative evaluation of achievement with trainee.	___	___	___	___
8.	Recording cumulative data on trainee's ability and achievement.	___	___	___	___
9.	Evaluating quality of field-site training received by the trainees.	___	___	___	___
10.	Assisting trainee to assess a child's dominant language in order to develop an instructional plan based on individual needs of children.	___	___	___	___
11.	Assessing bilingual-bicultural preschool programs to identify specific needs of children.	___	___	___	___

		1	2	3	4*
12.	Identifying cultural bias through assessment and analyzing ways in which it affects trainees and children.	___	___	___	___
13.	Demonstrating familarity with instruments to assess children's development and progress and being able to discriminate between good and poor methods of assessment.	___	___	___	___
14.	Demonstrating familarity with evaluation methodology and being able to analyze data collected in the field.	___	___	___	___

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LEADERSHIP SKILLS

	The Bilingual-Bicultural CDA Training Counselor should be competent in:	1	2	3	4*
1.	Prioritizing program elements whereby tasks will be accomplished on time with a minimum amount of stress.				
2.	Organizing and coordinating program personnel as appropriate in order to make maximum use of personnel, time, materials, space and money.				
3.	Building upon the strengths of a program to develop it into a model program.				
4.	Working within the system to bring about optimal changes.				
5.	Finding sources of funding for bilingual-bicultural preschool programs and working to bring these funds to programs that are in need of additional monies.				
6.	Speaking to various groups and individuals in order to develop awareness of the need for bilingual preschool education.				
7.	Selling the need for quality bilingual preschool education to the community.				
8.	Earning the respect of trainees, colleagues, and parents from the community.				

GLOSSARY OF TERMS

CDA -- a person who has been awarded a credential as a Child Development Associate by the National CDA Consortium, Inc.

CDA Candidate -- a person applying for the CDA Credential; may or may not have been in a CDA training program.

CDA Competencies -- the six basic skills identified as necessary for working well with children.

CDA Consortium Representative -- a person trained by the National CDA Consortium to assess CDA candidates within a certain geographical area; sits on the Local Assessment Team as the official representative of the National Consortium.

CDA Instructional Materials -- the book developed in Texas for training prospective CDAs.

CDA Trainer Competencies -- 11 skill areas needed of a CDA trainer; identified in the Texas Trainer Program.

Classroom -- the child care center or preschool where the CDA trainee is doing field experience.

Field Work; Field Experience -- the training a student trainer gives trainees in the Texas Trainer Program; also the work that a trainee does with children in a child care center in a CDA training program.

National CDA Consortium, Inc. -- a private, nonprofit organization formed to assess persons applying for the CDA credential and to award the CDA credential; made up of representatives of major child-interest organizations in the U.S.

[illegible]dent Trainer -- a person participating in the Texas Bilingual-Bicultural CDA Trainer Program who aspires to be a CDA Trainer.

Trainee -- a person in training to become a CDA, usually under the direction of a trainer or training counselor.

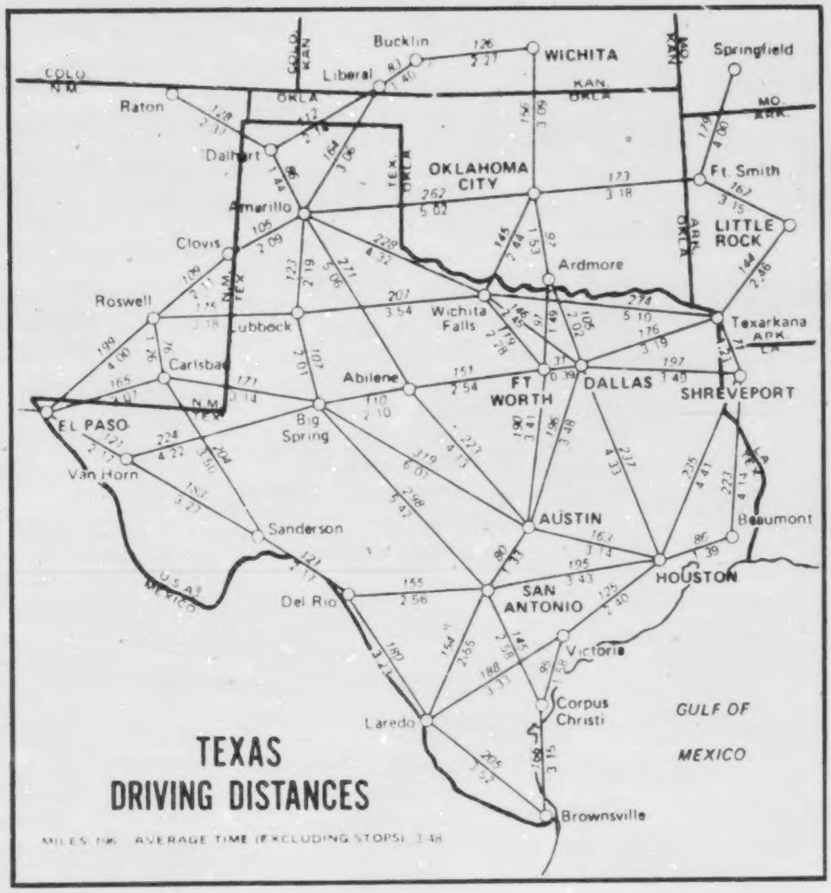
Trainer -- a person who trains prospective CDAs; also a person picked by the CDA candidate to sit on the Local Assessment Team as one familiar with the candidate's experience.

Training Counselor -- preferred term in Texas for a person who trains prospective CDAs, frequently a member of a community college faculty or four year college or university.

Training Plan -- the overall scheme for instruction of student trainers in the Texas Trainer Program, consisting of trainer competencies, content, student participation, assignments, field work, and product due date; also the individualized plans of each student trainer or trainee for achieving competency.

Pitfalls, Chuckholes, y Carreteras Rotas, etc.

by Candelario F. Huerta, Jr.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Lubbock
Wichita Falls
Texarkana
Carlsbad
Abilene
FT. WORTH
DALLAS
SHREVEPORT
EL PASO
Big Spring
Van Horn
Sanderson
AUSTIN
Beaumont
HOUSTON
Del Rio
SAN ANTONIO
Victoria
Corpus Christi
Laredo
Brownsville
GULF OF MEXICO
U.S.A. MEXICO
COLO. N.M.
COLO. KAN.
KAN. OKLA.
MO. ARK.
TEX. OKLA.
N.M. TEX.
ARK. OKLA.
ARK. LA.

CONTENTS

DIARY OF A FIELD SUPERVISOR....................................01
- Background in Area of Field Supervision....................01
- Background in the Area of Early Childhood Education/ Child Development....................02
- Background in Child Development Associate Concept...........02
- Background in Bilingual-Bicultural Education................03
- Involvement in Selection of Students........................04
- On-site Field Visits..04
- Outline of An On-Site Field Visit...........................05
- CDA Internship Seminars During Academic Sessions............06
- Social Contact with Student Training-Counselors.............07
- Professional Conferences....................................07
- Back on the Road Again-Breaker One-Nine.....................08

EXAMPLE OF AN ACADEMIC SESSION ON CDA TRAINING..................10
- CDA Consortium..10
- Bilingual-Bicultural Portfolio Guidelines (Revisions).......10
- CDA Instructional Materials.................................11
- Self-Assessments..11
- Evaluation of Academic Class................................11

FIELD SUPERVISION COMPONENT AT A GLANCE.........................12
- June-Huerta's Schedule......................................13

EXAMPLES OF HOW INTERFACE CAN OCCUR.............................14
- Introduction..14
- Example...14
- Example of a CDA Training Session by a Student Training-Counselor....................15

SPECIAL NOTE ON USE OF TEXAS CDA INSTRUCTIONAL MATERIALS.........16

APPENDIX..17
- Assessment Checklist for Bilingual CDA......................19
- A Self-Assessment for the CDA Competencies..................21
- Notes on Using the Observation and Interview Records........35
- Observation Record..37
- Interview Record..38
- Observation Record (Revised)................................39
- Interview Record (Revised)..................................40
- Training Counselor's Training Form..........................41
- CDA Credential Award System.................................42
- Interpreting the Competency Structure.......................45
  - Competency Areas..47
  - Functional Areas..53
  - Indicators..62

Possible Bilingual Competency Indicators........................66
Guidelines for the Development of a Bilingual-Bicultural Portfolio..72
Possible Items to Include in a Bilingual-Bicultural Portfolio..72
Sample Pictures to Include in a Bilingual-Bicultural Portfolio..92
Outline for Lesson Plans..............................95

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PITFALLS, CHUCKHOLES, & CARRETERAS ROTAS

DIARY OF A FIELD SUPERVISOR

BACKGROUND IN AREA OF FIELD SUPERVISION

It is important that the field supervisor have background in the area of field supervision, that is, actual experience of doing on-site field visits. The field supervisor should be knowledgeable of the rules and regulations in the area of early childhood education and in the area of licensing requirements that programs must adhere to in order to be licensed. Specifically, we are talking about teacher/child ratios, and the number of square feet needed per child, depending on the age level. Also pertinent are health standards, such as health cards for people who handle food, and fire safety standards. Furthermore, the field supervisor must be aware of the types of personnel and have experience in working with young children. First, there is a professional person who either has a degree, credentials, or who has many years of previous experience of working with young children. This is a person who is in charge of a classroom. The second type is a paraprofessional. This is a person who helps the professional and in many instances takes over when the person in charge must physically leave the classroom. Secondly, the field supervisor will come in contact with the immediate supervisors of the personnel in the classroom. The supervisors may either be educational supervisors, supervisors who run the centers, or center directors. The field supervisor should have some knowledge, if not actual experience, in being a supervisor and/or director. Items of importance in this area are: scheduling personnel in the classrooms; making available adequate supplies and materials for the classroom staff; being responsible for the budget, such as changing monies from one line item to another; and being able to get along with the other staff members.

One of the major responsibilities of an educational supervisor/director is to provide training for the professional and paraprofessional staff. This can be done in several ways. One is for the supervisor/director to present new information and/or updated information to the staff members in the form of a staff meeting or through a lecture session. Another method would be to invite someone who is knowledgeable in that training area to do a workshop. A third way would be to allow staff members to attend seminars and/or conferences. Another way would be to encourage staff members to continue taking course work at an institution of higher education. The prospective new field supervisor will also benefit from taking academic courses in the area of supervision to learn techniques and methods needed before working in the field. This background would be helpful in evaluating the field supervision component, in determining which instruments to use and in identifying data that are relevant to obtain results.

BACKGROUND IN THE AREA OF EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT

A field supervisor must be knowledgeable and have background in the area of early childhood education and child development. He/she must have either a graduate degree or at least an undergraduate degree in one of those fields. This is where the theory base is learned and where the field supervisor becomes familiar with the works of Piaget, Montessori, Bloom, Ramirez, George Gonzalez and other experts in the field of early childhood education/child development. But the theory will only remain as theory unless it is put into practical application by gaining classroom experience. Classroom experience can take shape in different ways. The first and most obvious is for the field supervisor to have had experience in working with preschool children. Another way of gaining that classroom experience is through working with young children on a one-to-one basis; by classroom observations; by teaching young children and/or by doing research that actually brings the field supervisor in contact with young children through the use of assessment instruments; implementation of modules from courses taken during academic training and through having children of their own. Another aspect that provides the field supervisor with background in early childhood education/child development is to become an active member in professional organizations, such as TEAYC, NAEYC, NABE (National Association for Bilingual Education) TABE (Texas Association for Bilingual Education) SACUS (Southern Association for Children Under Six). Active participation can occur through making presentations and giving workshops at the annual conferences, giving training sessions for local members. The field supervisor could also come from a background of teaching at an institute of higher education. This could be a junior college, college or university, either in programs in early childhood or child development.

BACKGROUND IN CDA CONCEPT

The CDA concept and principles are areas in which the field supervisor should have a thorough knowledge and background. The field supervisor should have an historical perspective of the CDA Consortium, its incorporation and its goals. He or she should have knowledge of the present operation and possibly some personal acquaintance with some of the staff members at the Consortium in Washington, D.C. Knowledge of the CDA Consortium's credential award system is very important. There are six phases that the field supervisor should be acquainted with. These are:

> PHASE I: The intake and initial assessment process, which includes filling out the application form to be accepted as a CDA candidate by the Consortium, also finding a parent community representative and a trainer who will guide the candidate during this process;

PHASE II: The preentry process, which involves obtaining CDA enrollment information;

PHASE III: The candidate readiness process whereby the candidate trainer and parent community representative fill out the readiness notification form to indicate the candidate is ready to be assessed.

PHASE IV: The team assessment process: this is when a consortium representative is assigned to the local assessment team and the time during which the local assessment team meeting takes place;

PHASE V: The award process: this is the time that the CDA Consortium receives and reviews the materials and recommendations made by the local assessment team and either approves the recommendation to award the credential or deny it, and;

PHASE VI: The post award process: here the new CDA names are maintained in a central registry and at the end of three years a renewal process will be placed into action. At the present time the renewal process is a form letter that basically asks the CDA if he/she would like to maintain the CDA credential.

A further, more elaborate and refined recredentialing process will be developed in the future which may include an assessment by a certified Consortium representative at either the three year stage or the six year stage. It is important that the field supervisor be experienced and knowledgeable in the local assessment team meeting process. This means that the field supervisor should have served as a trainer of CDA candidates in previous assessments (or possibly that the field supervisor be appointed as a CDA Consortium representative) because it is in this fashion that the field supervisor will be able to draw from his own or her own personal experiences when speaking, lecturing, or counseling with students in a project such as this. This is very important. New trainers/training counselors, as they are called in this project, will have many questions which can only be answered if the field supervisor has had this kind of experience.

BACKGROUND IN BILINGUAL-BICULTURAL EDUCATION

The field supervisor should also have background in the area of bilingual-bicultural or multicultural education. The field supervisor should have come in contact with various bilingual-bicultural education programs, such as Head Start centers where the majority of the children and staff are Spanish-speaking. There are also several private day care centers that provide a bilingual-bicultural, multicultural setting. It is important that the field supervisor have some previous knowledge about the workings of such centers and have some personal contact with staff members who work in or direct those centers. But if that background is not readily available for the field supervisor then he or she should at least have an academic background in the foundations of bilingual education. Such academic background would help the field supervisor deal with some of the following areas: The degree of bilingualism that the perspective CDA candidate functions in; how other bilingual education programs outside of the area of early childhood work; some of the psychological problems that a bilingual person has to deal with, such as acceptance by one group that speak one language versus the acceptance of the other group speaking the other language. Information will also be gained on language development and the various dialects and in the culture that a bilingual person has internalized. Knowledge is needed in some of the legal aspects of bilingual education, such as Title VII, Title VI, the Bakke Case, the Nelson Case. Also, background on the formation of a bilingual education program such as materials, curriculum, amount of time to be spent on first language, on second language, contact with parents, notes sent home, teacher training programs: all of these areas are important for a bilingual, multicultural field supervisor.

INVOLVEMENT IN SELECTION OF STUDENTS

Now we start getting into the nitty-gritty of this project. The field supervisor should be involved in the selection of the perspective students for the project. The field supervisor should be part of the screening committee when the applications of all interested students are being reviewed, analyzed and voted upon. Ideally, after the prospective students have been selected they should be interviewed in committee. This means that the prospective students would be brought to a central place where a personal interview can be conducted, rather than sending one of the committee members to interview several students. This is important because through a committee interview a clearer idea or knowledge of the student's background can be obtained. During the interview the field supervisor and the project director should state some of the goals to be accomplished by the student, so that if the student commits him or herself to join the project then they will know at least roughly what they are getting into.

ON-SITE FIELD VISITS

The field supervisor is the person in charge of or the director of field supervision. Consequently, he will be making on-site field visits with all students who commit themselves to become members in the project. One of the important goals of this project was that it impact the field of bilingual early childhood education for the State of Texas. As a result, students were selected from throughout the state and not just from one single area. The students involved in this project came from cities such as Laredo, Edinburg, Corpus

Christi, San Antonio, Austin, Waco, El Paso, and San Diego. So in scheduling on-site field visits one of the things that concerned the field supervisor was the coordination of those visits according to distance. The field supervisor would try to schedule on-site field visits by small groups for a one week period. For example, let's take Laredo, Edinburg, Corpus Christi, and San Diego to be done during a one week period. Thereby he would spend most of his week close to the Rio Grande Valley, with but one day of travel time between all four cities. What this means is that the field supervisor must be pretty flexible in his schedule. There would be times when the field supervisor and student would go do an observation of a prospective CDA candidate in the morning, have an interview with the student in the afternoon, and then in the early evening observe a training session which would end between nine and 10 o'clock. Then the field supervisor would still have to drive 158 miles to the next site to be there the following morning for another on-site field visit with another student. A second week would be scheduled with the students in San Antonio. Since there were four training counselors there, it would take a day for each one, and the third group would involve the two students in Austin, the one in Waco, and the two in El Paso. This would also take a week as the field supervisor would have to fly to El Paso to do those on-site field visits. Except for El Paso the on-site field visits were made by automobile. Coordinating those on-site field visits with a monthly academic session was done in such a way that each student/training counselor was visited once a month between academic sessions. A particular problem that was not foreseen by the field supervisor was the fact that he was out in the field for three to three and a half weeks out of the month, and this left very little time for socializing with friends and family. It is important to note that this field supervisor recommends that a field supervisor in a project as intensive and time consuming as this, not be married. This is only a personal observation.

Or if you want to get a divorce then this is one way to do it. Seriously speaking though, if this project is being implemented in other states that are similar in travel distance to Texas then that field supervisor is going to have to be on the road a majority of the time. And it has been mentioned before that the on-site field visits have to be accomplished between academic sessions so that when the students and the field supervisor meet during the academic seysions there can be some feedback information on observations and assessment of their field training.

AN ON-SITE FIELD VISIT

The field supervisor would go with the training counselor to visit one of the perspective CDA candidates during which an observation was made by the training counselor of their candidate in the classroom, utilizing the CDA competency standards. After the classroom observation the student training counselor and the trainee or prospective CDA candidate would hold an interview or exit conference concerning that observation. And then another exit conference would be held with the training counselor by the field supervisor with comments, suggestions, options, recommendations, and praise for the observation and exit conferences held by the student training counselor. It should be noted here that this process would take a maximum amount of time of about four to six hours. The reason being that most of the training counselors had full-time jobs at places other than the setting where there perspective CDA candidates work. Therefore, they were held accountable for that time by their supervisors at their place of employment. Another form, or a different typical on-site field visit would concern a training session that was conducted by the training counselor to one or more prospective CDA candidates. This training session would sometimes last two hours or more. After the training session, an exit conference would be held by the field supervisor and the training counselor again, with appropriate comments and recommendations for improvement. It is recommended that the project will run more smoothly if the academic session faculty and the field supervisor get together at least once a month to discuss the student's progress in both field experience and academic course work.

Training sessions took many different forms. Some of the training counselors were proficient and skilled at making presentations in a lecture style, and their training sessions included handouts and a lot of theory. Others would show films and film strips and then hold discussion whereby previous experience and information were drawn out from his prospective CDA candidates. Different styles and techniques of teaching and making presentations were explored by the different training counselors. Also, assignments were made by the training counselors to the prospective CDA candidates for documentation, lesson plans, and items to be included in the portfolio (See Guides for the Development of a Bilingual-Bicultural Portfolio, in the Appendix).

CDA INTERNSHIP SEMINARS DURING ACADEMIC SESSIONS

The field supervisor was also a faculty member at the University where academic sessions are held and as such was responsible for delivering CDA seminars to the students during the academic sessions. Seminars were held in the following areas:

- The CDA concept and the local assessment team meeting.
- The Texas CDA instructional materials, their use, and modifications for use by bilingual-bicultural training counselors.

- The portfolio guidelines for the development of a bilingual-bicultural portfolio developed by this field supervisor.

- The development of bilingual-bicultural competency indicators.

- How to use the Training Counselors Training Forms.

In addition many individual conferences were held with each of the training counselors with regards to future training sessions to be conducted during on-site field visits. (See Appendix.)

SOCIAL CONTACT WITH TRAINING-COUNSELORS

It is essential that the field supervisor establish a good rapport with the student training counselors. This field supervisor established rapport with students during on-site field visits by getting together after the work day or by having lunch and/or the evening meal together where the setting was more suitable to informal conversation rather than a structured setting such as the center. This field supervisor was privileged and pleased to have been invited to a special event which had been planned by the staff members of a center where one of the student training counselors had several trainees. This special event was the End of School Dance sponsored by the El Paso Head Start. Here the field supervisor not only had a chance to become acquainted with the student training counselors but also with the staff and the trainees.

When the students came to St. Edward's for Academic Sessions, time was provided in their schedule for rest and relaxation. The project coordinator held a party at his home to informally welcome all the students into the project. During the third Academic Session, the field supervisor invited the students and the faculty for an informal get-together. Later in the project the students invited several of the faculty members to dinner. It was during these informal get-togethers where social contact was made that the discussions and conversations brought about a unity between the students and faculty. Through these informal discussions, problems were more easily ironed out.

PROFESSIONAL CONFERENCES

This field supervisor also acted as a public relations person for the project. Presentations were made by the field supervisor about this project at the following conferences: The Bilingual-Bicultural Early Childhood Head Start Conference in January, 1978; the Texas Association for Bilingual Education, Spring Conference, March, 1978;

and the Southern Association for Children Under Six, Annual Conference, April, 1978. In other words, these conferences served as a vehicle to get the word out to other people interested in CDA and early childhood education for bilingual-bicultural children.

BACK ON THE ROAD AGAIN-BREAKER ONE-NINE

It is very important in a project of this type that the field supervisor have a car which is in very good condition. The field supervisor averaged about 3,500 miles per month while doing on-site field visits. Luckily there were no tire blow-outs, or broken water hoses. But if there had been any problems on the road, the field supervisor would have been able to get help with the use of a "CB" Radio. This field supervisor's handle is "Godfather II." So if you're ever in South Texas, especially around the Kingsville area, break for "Godfather II" I just may be on the air.

It is wise to make hotel/motel reservations two to three weeks in advance with reservations guaranteed just in case you come in late in the evening. If you happen to know your schedule for the next month, it might be a good idea to make those reservations at the time you check out. That way you don't have to worry about finding accomodations the next time you do that on-site field visit. If you have to change dates call the hotel/motel as soon as possible. After the first couple of visits the management will know who you are, and you shouldn't have any problems. The same thinking applies when making reservations with car rental agencies. The only difference is that you may have to check with them a few days before you make that particular trip because several times this field supervisor was left without a rental car in El Paso and had to call the student training counselor for assistance.

The field supervisor should carry enough cash (about $50) to take care of any small emergencies, such as minor car repairs, or speeding tickets if you happen to drive a little above the 55 mph speed limit.

Gasoline credit cards are very valuable when a lot of the traveling is done by car. The Texaco, Gulf, and Mobile Credit Cards came in handy because most towns had at least one of those gas stations available.

It is also advisable that the field supervisor have a detailed map of the state in order to chose the shortest route to each on-site field visit; and once you get to your destination a map of the city will help you locate the places you need to find. This is especially important in large cities such as San Antonio, El Paso, and Austin.

If you are going to be on the road for more then a couple of days it would be wise to carry a couple of suits, three sets of casual clothes, and a pair of blue jeans plus a couple of sport shirts. A complete shaving kit or cosmetic bag, which ever the case may be, is essential. And if you think you'll have a little time for rest and relaxation take your golf clubs along, they always help after a particularly intensive exit conference.

Well, you should be ready to hit the road now. I hope that this memo has been helpful to new field supervisors and a refresher course for experienced field supervisors. Be on the look out for "Smokey the Bear," and happy field supervising!!!

Simaramente,

Candelario F. Huerta, Jr.

Candelario F. Huerta, Jr.
Field Supervisor, Texas
Bilingual-Bicultural CDA Trainer
Project, 1978

EXAMPLE OF AN ACADEMIC SESSION ON CDA TRAINING (HUERTA)

The following is an example of an Academic Session which was taught by the Field Supervisor. A detailed discussion was held on each of the topics. Input by the Training-Counselors (students) was very important because they had now been out in the field for seven months and their experience provided insight. Likewise, questions had arisen that they could not have been able to foresee at the beginning of the training.

EIGHTH ACADEMIC SESSION, CDA INTERNSHIP SEMINAR

I. CDA Consortium--

  A. Background on the concept and principle

    1. CDA Consortium-Bilingual Field Test

    2. NAEYC-August 1978

  B. Training Counselors (Trainer)

    1. Be aware of the Professional growth of the CDA candidate.

    2. Know the CDA candidate for a length of time (at least 6 months).

    3. You are a professional in ECE/Child Development.

    4. You are familiar with requirements governing preschool programs in candidate's region. (In LAT Guidelines Handbook).

  (Evidence brought to LAT by trainer)

II. Bilingual-Bicultural Portfolio Guidelines (Revisions)

  A. First of all, does it serve a purpose?

  B. Did you find the "Possible Items to Include" reasonable to accomplish by the candidate?

  C. What changes have you initiated while using the document--Addition-Deletions?

D. What about the Rationale? Were the candidates able to do the task in both languages?

E. Did you all have problems finding Instruments to assess Developmental Progress in the different functional areas?

F. Outline for Lesson Plans

1. Are the directions clear?

2. Is there other information that should be included?

G. Table of Contents Sample

1. That is one method.

2. Another is a mini-table of contents at the beginning of each functional area.

III. CDA Instructional Materials--Background Done before Competencies Come Out.

A. Did you find the module tests helpful in determining the competence of your trainees? Book 7

B. Did you allow for mistakes in the printing of answers (wrong matching of test and answers)?

C. Trainee Guides--Book 8

1. Did you assign activities for the trainee to complete as they read through the books, particularly as they finished each module.

2. Did you review those activities and document them in your exit conferences?

D. Changes in Observation and Interview Record Forms.

IV. Self-Assessments

A. Training-Counselor Assessment of Trainee(s) for CDA Competencies.

B. Training-Counselor's Self-Assessment for Competencies.

V. Evaluation of Academic Class

FIELD SUPERVISION COMPONENT AT A GLANCE

	MONTH	GENERAL GOAL
I.	January '78	Recruitment, student selection, and enrollment at St. Edward's University
II.	February '78	Meet with and explain project goals to student's immediate supervisors, and help students select prospective CDA candidates with bilingual/bicultural skills
III.	March '[illegible]8	On-site observations of students working with prospective CDA candidates in Competency Area I, and report to Bilingual/Bicultural CDA Trainer Project Advisory Board
IV.	April '78	On-site observations of students working with prospective CDA candidates in Competency Area II, and presentation at Annual State Bilingual Education Conference
V.	May '78	On-site observations and Exit Conferences with students presenting training sessions on Competency Areas I and/or II
VI.	June '78	On-site observations and Exit Conferences with students presenting training sessions on competency Areas I, II, and/or III. TDCA Project Monitor also made on-site field visits. Report to Bilingual/Bicultural CDA Trainer Project Advisory Board. (See June - Huerta's Schedule for example of monthly plan)
VII	July '78	On-site observations with students to review candidates portfolios. TDCA Project Monitor also made several on-site field visits.
VIII	August '78	On-site observations of documentation and training to date by students and submitting copies of all Training - Counselors Training Forms. Assessment of students training of prospective CDA candidates. Submit final report.

JUNE - HUERTA'S SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
			1 10:00 Amelia Silva	2 10:00 Tracy Weinberg 2:00 Ofelia Saucedo, Austin
5	6	7 6th. ACADEMIC SESSION	8	9
12 10:00 Cindy Soto San Antonio	13 10:00 José López San Antonio	14 10:00 Consuelo Rocha San Antonio	15 CDA TRAINER Advisory BD Austin	16 10:00 Tracy Weinberg Austin
19 10:00 Mary Contie San Antonio	20 10:00 Spencer Oldham	21 10:00 Angie Gutierrez Edinburg	22 Texas A & I University Kingsville	23 10:00 Virginia Cantú Corpus Christi
26	27 10:00 Amelia Silva Waco	28 Fly to El Paso	29 10:00 Amparo Beard El Paso	30 10:00 Dolores Rayas El Paso
3	4	5	6	7 10:00 Ofelia Saucedo Austin

EXAMPLES OF HOW INTERFACE CAN OCCUR (HUERTA)

INTRODUCTION

The question of interface is a difficult one to answer because the modules which were presented by the project faculty were not coordinated with the field assignments that were made by the field supervisor.

The field supervisor assigned the Training-Counselor to present training sessions that were relevant (bilingual/bicultural) to the children with which their prospective CDA candidates were working.

EXAMPLES

One Training-Counselor presented a training session on Competency Area IV concerning the functional areas of social and group management. The definitions of both functional areas were discussed in English and in Spanish. The Training-Counselor then asked open-ended questions which drew out the experiences that the prospective CDA candidates had in working with Chicano children. Along with those experiences the Training-Counselor helped guide the candidates to decide which items could be documented and included in the portfolio as evidence of their competence in those functional areas.

One Training-Counselor did a training session on how to administer the Denver Development Screening Test (DDST) in both Spanish and English. After the presentation and discussion the Training-Counselor brought in a child for each of the candidates to administer the test. Later the Training-Counselor assigned the candidates to administer the DDST to three children, ages 3, 4, and 5 in both Spanish and English.

One Training-Counselor asked his prospective CDA candidates to develop and implement an interest center in their classrooms that dealt with one of the modules in the Texas CDA Instructional Materials. One of the interest centers was a math center where the candidate created several culturally relevant games that would interest the children while helping them learn the basic math concepts in both English and Spanish.

One Training-Counselor presented a training session on how to assess the language development of a pre-school bilingual child. The Training-Counselor discussed the use of several language assessment instruments such as the Bilingual Syntax Measure, the Oral Language Dominance Measure, the Spanish/English Language Performance Screening, and the Language Assessment Scales. After the discussion the

Training-Counselor role-modeled the way to administer the Oral Language Dominance Measure and then observed while the prospective CDA Candidate administered the measure to one of the children. The child was found to be Spanish dominant but ready to start concept development in English.

EXAMPLE OF A CDA TRAINING SESSION BY A STUDENT TRAINING-COUNSELOR

Objective: The learner will demonstrate his ability to assess the language behavior of a pre-school child coming from a bilingual environment by:

1. Administering the appropriate instrument to a pre-school child at the center.
2. Interpreting the data yielded by the assessment procedure.
3. Preparing a report on the data.

SPECIAL NOTE ON USE OF TEXAS CDA INSTRUCTIONAL MATERIALS (HUERTA)

The Texas CDA Instructional Materials contain a series of eight books. The first six books contain the modules that a prospective CDA candidate will work with in order to gain competence in the 6 competency Areas. An important point to keep in mind is that the Texas CDA Instructional Materials were developed at the same time that the CDA Consortium was developing its competency standards. As a result the modules in each competency area (Books 1 to 6) do not all relate to the functional areas under a particular competency area as identified by the CDA Consortium Competency Standards.

The prospective CDA candidates in this project were assigned one or more modules to read, but before they read the module(s) the training-counselor administered a pre-test to determine their competence in the activities and information provided by the module(s). Book 7 of the Texas CDA Instructional Materials contains the Post-tests that a Training-Counselor should use after the Trainee has read the Module(s) and has completed one or more of the activities needed to develop competence. The Post-test for each is divided into three sections. They are the objective questions, the essay questions, and the demonstration question. The Field Supervisor recommends that the objective and essay questions be assigned by the Training-Counselors to the prospective CDA candidates as the pre-test to the Academic information that is provided by the module. And if the prospective CDA candidate scored 85 percent or above on the pre-test then he/she would only have to read the module, but it would not be necessary to complete any of the activities or do the post-test which is the demonstration question. On the other hand, if the score on the pre-test was below 85 percent then the prospective CDA candidate should read the module(s) and complete as many of the activities as he/she and their training-counselor thought would be needed in order to become competent and once that was done there the candidate would be assigned the demonstration question to perform as the post-test. To see how this applies please look at the format that was established by the Training-Counselor's Training Form.

Book 8 of the Texas CDA Instructional Materials is the "How to" book to be used by a training-counselor. In the middle of this book the training-counselor will find a copy of the Index used to identify most of the subject categories. The new training counselor should review this index and then relate all subject categories to one or more of the functional areas. In this way the training-counselor will be able to assign the information from any of the 6 books that applies to any particular functional area that a prospective CDA candidate may be working on.

ASSESSMENT CHECKLIST FOR BILINGUAL CDA

Trainers -- The self-assessment checklist is a tool for you to use in judging your own performance. The checklist contains competencies a training counselor is expected to demonstrate and a rating scale to code the degree of each competency you possess.

A Self-Assessment for the CDA Competencies -- This self-assessment tool is to be used by you, the training counselor, to determine your competence in working with young children. You should also administer this tool to your prospective CDA candidate(s) to determine which areas they perceive as needing more training.

Observation and Interview Records -- These record sheets are to be used for noting your observations of the CDA candidate in the field and the results of your discussions with the candidate. Be sure to read "Notes on Using the Observation and Interview Records."

Observation and Interview Records (revised) -- These revised record sheets were used by this Project's Field Supervisor to document the observations of the student training counselor in the field and the results of the discussions held during the Exit Conferences. The "Notes on Using the Observation and Interview Records" also apply to these revised record sheets.

Training Counselor's Training Form -- This form was designed by the Field Supervisor so that the student training counselor would be able to document all the information that he/she performed in one functional area for each of his/her prospective CDA candidates. In the pretraining observation section the student training counselor documents the areas that need improvement as determined by the observation record of that functional area. In the pretraining test the student training counselor assigns the objective and essay question from the CDA Instructional Materials. If the CDA candidate scores below 85 percent on the questions then training is needed in the academic background. In the Training Plan Section the student training counselor documents the kinds of topics that will be discussed during the training session in order to make that CDA candidate competent in that particular functional area. In the post-training test the student training counselor assigns the demonstration question (CDA Instructional Materials) only if the candidate scored below 85 percent on the pretraining test. The post-training observation section should indicate that the CDA candidate is now competent in that functional area. And the

Portfolio Development section should include the names of the items that the CDA candidate has inserted into his/her portfolio. By the end of the CDA training the student training counselor should have 13 of these forms completed before that particular CDA candidate goes to the Local Assessment Team Meeting.

CDA Credential Award System Phases and Steps Checklist -- This checklist is a detailed outline of the six phases that a CDA candidates must complete before being awarded the CDA Credential. It also allows the student training counselor to document the dates when certain steps have been completed.

Interpreting the Competency Structure -- The purpose of this unit is to familiarize you the CDA Consortium's Competency Standards, also to help you understand the competencies, the functional areas, and the indicators. This tool can also help you evaluate the CDA candidate's knowledge of competency structure. The exercises can be used as tests during your first training sessions.

Possible Bilingual Competency Indicators -- These indicators are divided into the 13 functional areas and can be used as indicators of the candidates competence in working with young children when you, the student training counselor go into the classroom to do observations.

Guides for the Development of a Bilingual-Bicultural Portfolio -- The purpose of this unit is to provide both the student training counselor and the prospective CDA candidate with several suggestions, ideas, pictures, and possible items that could be included in a Bilingual-Bicultural Portfolio. The "Outline for Lesson Plans" is simple and to the point. The "Sample Table of Contents for a Portfolio" is one that could be inserted at the beginning or the candidate may decide to do a Mini-Table of Contents for each functional area, and finally the "CDA Parent Handbook" answers several questions that a parent, or parent-community representative may have about the CDA Consortium, the Credential Award System, and the Local Assessment Team Meeting.

A SELF-ASSESSMENT FOR THE CDA COMPETENCIES

SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT

		YES	NO	DESIRE TRAINING
1.	Organize the physical environment into recognizable, functional areas for optimal learning.			
a.	Do the children understand the function of each area in your classroom and can they move independently between areas?	___	___	___
b.	Have you provided materials in the classroom which the children can explore themselves?	___	___	___
2.	Maintain a planned arrangement for furniture, equipment, materials, and play materials that is understandable to the children.			
a.	Do your interest centers have adequate space and materials?	___	___	___
b.	Do the children move easily from one interest center to another?			
c.	Do you change your interest center materials and activities frequently during the school year?	___	___	___
3.	Organize the physical environment so that it is possible for children to take part in the care of it.			
a.	Are you instructing the children in the use of maintenance materials and care of the facility and equipment?	___	___	___
b.	Do you encourage a cooperative attitude between the children and adults on the care of facility and equipment?	___	___	___
c.	Do you demonstrate for the children the proper way to maintain materials and encourage them help in this process?	___	___	___

		YES	NO	DESIRE TRAINING
d.	Are the children in your class able to use materials and return them without assistance?	___	___	___
e.	Have you provided safe and convenient storage areas for the children's personal belongings?	___	___	___
f.	Have you provided safe and convenient storage areas for materials shared by the children?	___	___	___
4.	Arrange the physical environment to allow for active movement as well as quiet activities.			
a.	Does your center arrangement allow for both active and quiet activities to occur at the same time (both indoors and outdoors)?	___	___	___
b.	Do you have a planned daily activity schedule that allows for active and quiet periods?	___	___	___
c.	Do you alternate active and quiet periods as indicated by the needs of the children?	___	___	___
d.	Does your daily program include activities specifically for large muscle development?	___	___	___
e.	Does your daily program include activities appropriate for small muscle development?	___	___	___
f.	Does your program allow an appropriate balance between indoor and outdoor activities?	___	___	___
5.	Take preventive measures against hazards to physical safety.			
a.	Do you instruct the children to practice safety rules?	___	___	___
b.	Do your children attempt to follow these rules?	___	___	___
c.	Do you keep unsafe materials stored out of the children's reach?	___	___	___
d.	Do you keep the physical environment of your center free from hazards?	___	___	___
e.	Do you keep the outdoor play area free of debris?	___	___	___

		YES	NO	DESIRE TRAINING
f.	Do you understand what substances (tools) in the center must be kept out of the children's reach?	___	___	___
g.	Do you see to it that the playground equipment is kept in good repair?	___	___	___
h.	Do you follow through on getting repairs made to the facilities and equipment?	___	___	___
6.	Keep light, ventilation, sanitation and heat at the best possible health and safety levels.			
a.	Have you taken steps to provide good ventilation, acceptable temperatures and order and cleanliness of the physical environment?	___	___	___
b.	Do you keep records on repairs needed for optimum health and safety levels of heat, light, and ventilation, and to eliminate safety hazards.	___	___	___
c.	Do you understand how levels of light, heat, and ventilation can affect children's performance?	___	___	___
7.	Provide flexibility in time schedule, program and space arrangement.			
a.	Are you flexible about time scheduling and lesson plans?	___	___	___
b.	Are your standards of behavior for the children flexible enough to accomodate special needs or unusual circumstances?	___	___	___
c.	Do you understand the need of a flexible program and physical environment to meet spontaneous and unusual situations that may arise?	___	___	___
8.	Establish a procedure to care for a child who shows unusual symptoms which might indicate a need for special health care.			
a.	Do you have some provision to isolate a sick child from the others?	___	___	___

		YES	NO	DESIRE TRAINING
b.	Do you keep illness and accident records on all children in your class?	___	___	___
c.	Do you know how to use First Aid materials?	___	___	___
d.	Are First Aid materials available in your center?	___	___	___

ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

1. Use the kind of materials, activities and experiences that encourage observing, exploring, experimenting, questioning; that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

		YES	NO	DESIRE TRAINING
a.	Do you provide activities and experiences that encourage exploring, experimenting, and questioning?	___	___	___
b.	Do you utilize materials in a manner appropriate to the age levels and individual abilities of the children?	___	___	___
c.	Do you understand the correlation between physical and intellectual development?	___	___	___

2. Use several methods for increasing language understanding and use in way that encourages children to express themselves and to talk with other children and adults.

		YES	NO	DESIRE TRAINING
a.	Do you always listen attentively when the children talk to you, in order to encourage the children to express themselves?	___	___	___
b.	Do the children in your center talk freely with each other and with the adults?	___	___	___
c.	Have you provided enough interest points in the room to stimulate conversation between the children and the adults in the classroom?	___	___	___
d.	Do your responses in language interaction with the children enhance and extend their language development?	___	___	___

			YES	NO	DESIRE TRAINING
	e.	Are you able to speak to each of the children in his/her primary language?	___	___	___
	f.	If not, have you provided resource persons in the classroom who are fluent in the children's language(s)?	___	___	___
3.		Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct. Does your classroom program include the following?			
	a.	Unstructured materials that allow the children freedom of expression?	___	___	___
	b.	Opportunities for the children to explore new materials, concepts and experiences on their own?	___	___	___
	c.	Materials that require specific operations or procedures, such as puzzles, games, beads?	___	___	___
	d.	Teacher-directed activities that instruct?	___	___	___
	e.	A balance between the above that allows the children to grow as individuals while still receiving new ideas and concepts from the teacher?	___	___	___
4.		Stimulate focused activities: observing, attending, initiating, carrying-through, raising questions and problem solving.			
	a.	Are you able to focus the children's attention on particular concepts during open activities?	___	___	___
	b.	Are you able to keep the attention and interest of a small group of children for group discussions and other small group activities?	___	___	___
	c.	Can you stimulate curiosity and questioning activity with a small group of children?	___	___	___

		YES	NO	DESIRE TRAINING
5.	Provide a variety of creative art media, and allow children freedom to symbolize in their own terms without imposition of standards of realistic representation.			
a.	Do you provide creative activities each day as an important part of the curriculum?	___	___	___
b.	Are the art materials you provide appropriate to the children's ages?	___	___	___
c.	Do you encourage the children to use art materials freely and to create without having to meet adult standards? (Does it bother you if you cannot recognize a child's drawing?)	___	___	___
d.	Do you emphasize creative processes instead of end products when assisting the children with creative activities?	___	___	___
6.	Include dramatic play as an essential part of the program.			
a.	Do you recognize that dramatic play is a valuable part of the daily program?	___	___	___
b.	Do you provide time and guidance for dramatic play?	___	___	___
c.	Do the children in your classroom engage freely in role-playing and dramatic play?	___	___	___
7.	Extend children's knowledge through direct and indirect experiences (a story would provide an indirect experience and a field trip a direct experience), including how things work, what animals and plants need to live, basic work processes necessary for everyday living.			
a.	Do you try to provide a wide variety of objects for the children to experience, rather than just showing them pictures of objects?	___	___	___
8.	Acquaint children with the people who keep things functioning in the immediate environment.			

YES NO DESIRE TRAINING

a. Have you taken the children on field trips intended to acquaint them with the people who keep things functioning in their immediate environment? (Grocery store, fire station, post office, police station?) ___ ___ ___

BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

1. Provide an environment and atmosphere in which the child can grow to a sense of positive individual identity as a person.

   a. Do you encourage all children to recognize and accept each other's individual differences? ___ ___ ___

   b. Have you provided materials in the classroom to help children understand and express their feelings about themselves and others? ___ ___ ___

   c. Are you aware of the value of positive reinforcement for changing unwanted behavior or encouraging desired behavior? ___ ___ ___

   d. Do you hold high expectations for the children's performance? (Expectations should be high enough to stimulate good performance, but not so high as to frustrate the children.) ___ ___ ___

2. Be able to assess special needs of individual children and call specialist help whenever necessary.

   a. Do you keep anecdotal records on each child? ___ ___ ___

   b. Do you have a resource file for making referrals in cases of special needs or problems? ___ ___ ___

   c. Are you able to identify special needs which warrant a referral? ___ ___ ___

3. Keep a balance between tasks and experiences from which the child enjoys assured successes and those which present and stimulate suitable challenges.

   a. Do you encourage children to choose challenging or new materials without fear of failure? ___ ___ ___

		YES	NO	DESIRE TRAINING
b.	Are you aware of the different frustration tolerances of individual children?	___	___	___
4.	Be familiar with recognized developmental norms and be able to aid the accomplishment of individual children, taking into careful consideration their strengths, weaknesses, and learning opportunities.			
a.	Can you objectively and accurately observe child behavior and make records of your observation?	___	___	___
b.	Have you made specific observations about specific children during your last school day?	___	___	___
c.	Are you familiar with norms for developmental stages, and can you compare your own observations with those norms?	___	___	___

ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND AID IN A GROUP LEARNING ENVIRONMENT

1.	Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults (in a spirit of enjoyment as well as for the sake of social development.)			
a.	Do you provide activities and materials to meet the needs of all children in the class?	___	___	___
b.	Do you plan the daily program in cooperation with other staff members?	___	___	___
c.	Do you post a daily schedule for the benefit of other staff, observers, volunteers, etc.?	___	___	___
d.	Do you incorporate new knowledge and techniques from early childhood education research in your center's program?	___	___	___

		YES	NO	DESIRE TRAINING
2.	In accordance with the community and cultural mores, create an atmosphere through attitudes for the expression of feelings by children and adults, both positive and negative; concern, caring, empathy, enthusiasm, pain, frustration, loneliness, and anger.			
a.	Do your lesson plans include activities which encourage the children to express their feelings?	___	___	___
b.	Do you help the children to express and understand their emotional feelings, and do you model appropriate behavior.	___	___	___
c.	Do you encourage the children to express their feelings freely while interacting with other children?	___	___	___
3.	Establish a reasonable system of limits, rules and regulations by consultation with children and staff to be understood, honored, and protected by both children and adults, and allowing for the individual needs of children.			
a.	Do you ask the children to help in making rules and guidelines for their behavior?	___	___	___
b.	Have you established guidelines for child behavior that are appropriate for the needs of individual children?	___	___	___
c.	Have you established limits for behavior that are compatible with the room arrangement?	___	___	___
4.	Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as a resource of the educational program.			
a.	Do you encourage the children to understand and accept individual differences?	___	___	___
b.	Is your daily program reflective of the cultural environment of the children?	___	___	___
c.	Do you utilize materials and activities that draw from the cultural background of the children and their families?	___	___	___

		YES	NO	DESIRE TRAINING
d.	Do you participate with the children in cultural activities?	___	___	___

BRING ABOUT THE BEST COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

		YES	NO	DESIRE TRAINING
1.	Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.	___	___	___
a.	Do you hold regular parent meetings?	___	___	___
b.	Have you established a systematic and ongoing method of documenting family contacts?	___	___	___
2.	Communicate and interact with parents toward the goal of understanding and consideration of the priorities of their values for their children.			
a.	Does your center's daily program reflect the cultural priorities of the children's families?	___	___	___
b.	Have you communicated with parents about the expectations and values they hold for their children?	___	___	___
c.	Have you worked with parents to set objectives and goals for your program?	___	___	___
3.	Recognize the family as a prime educator in the child's total development.			
a.	Do you provide activities for parents to do with their own children at home?	___	___	___
4.	Recognize and utilize the strengths and talents of parents as they contribute to the development of their own children and give parents every opportunity to participate in and enrich the group program.			
a.	Do you encourage parental involvement in classroom activities, such as storytelling, songs, dancing, cooking, etc.?	___	___	___

		YES	NO	DESIRE TRAINING
b.	Do you utilize the talents of the parents to enrich the center's program?	___	___	___
c.	Do parents interact with the children in formal and informal educational activities when they visit the center?	___	___	___
d.	Do you involve parents in planning the center's program?	___	___	___

DESIGN AND IMPLEMENT A PROGRAM SENSITIVE TO THE CULTURAL NEEDS OF THE CHILDREN IN THE GROUP

1. Incorporate important elements of cultural backgrounds of families being served, food, language, music, holiday, etc., into the children's program in order to achieve continuity between home and center settings at this early stage of development.

		YES	NO	DESIRE TRAINING
a.	Have you incorporated cultural food, language, songs, dances, etc., into your daily education plan?	___	___	___
b.	Have you made provisions for the center environment to be closely related and relevant to the cultural background of the children being served?	___	___	___
c.	Are you knowledgeable about the cultural background of the children in your center?	___	___	___
d.	Do you make every effort to involve the parents of the children in planning and incorporating cultural events in the daily program?	___	___	___

2. Demonstrate awareness of and respect for traditions and cultural values showing a receptive attitude and a desire to acquire additional knowledge to meet the needs of the children in the group.

		YES	NO	DESIRE TRAINING
a.	Do you encourage community people to volunteer in the center and use them as resources for cultural activities?	___	___	___

		YES	NO	DESIRE TRAINING
b.	Do you include in your center program important activities that reflect cultural values and relationships?	___	___	___
c.	Do you understand and respect cultural life styles (for instance, clan relationships if these are operative)?	___	___	___
d.	Do you understand and respect cultural patterns of the community?	___	___	___
e.	Do you make provision in your lesson planning for the bilingual or multilingual nature of the class group?	___	___	___
f.	Do you encourage the children to use their primary language freely within the center's activities?	___	___	___
g.	Do you understand what methods of discipline are used by the community?	___	___	___
h.	Are the discipline methods used by you and the other members of the center staff compatible with those used by the community?	___	___	___
i.	Have you brought materials into your classroom that are natural in your area?	___	___	___
j.	Do you understand how to use non-verbal forms of communication in dealing with young children?	___	___	___
k.	Do the children respond well to your communication, both verbal and nonverbal?	___	___	___
l.	Do you use children as resources in the learning environment (do you draw on children to add their own experiences to the group experience)?	___	___	___

CARRY OUT OTHER RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM

1. Make observations on the growth and development of individual children and changes in group behavior formally or informally, verbally or in writing, and share this information with other staff involved in the program.

		YES	NO	DESIRE TRAINING
a.	Do you keep written records on the growth and development of individual children?	___	___	___
b.	Do you keep anecdotal records on each child?	___	___	___
c.	Do you participate in staff meeting evaluations of individual children?	___	___	___
d.	Do you make periodic observations of individual children's growth and development and share these observations with other staff members verbally or in writing?	___	___	___
e.	Have you noted changes in group behavior during the past two months?	___	___	___
2.	Participate with other staff and parents in periodic evaluations of the program for the purpose of improving program quality.			
a.	Do you hold regular evaluation meetings with other staff members?	___	___	___
b.	Do you include parents in program evaluation activities?	___	___	___
c.	Do you make changes in your center program as a result of staff and parent evaluation?	___	___	___
3.	Be aware of management functions in operation of the center, and transmit information needed for efficient operation to the appropriate staff member or consultant.			
a.	Are you familiar with the processes for ordering of supplies, equipment, and food?	___	___	___
b.	Do you understand your programs' organizational structure; are you able to notify the appropriate person of problems or needs that arise?	___	___	___
c.	Do you understand the transportation system for getting the children to and from the center? (Do you know the bus route and schedule?)	___	___	___

		YES	NO	DESIRE TRAINING
	d. Do you know the location of all materials and supplies?	___	___	___
	e. Does your center have a systematic method of storing and inventorying supplies? Do you understand how to use the system?	___	___	___
4.	Affirm the value of education by being ready to take advantage of classroom and in-service opportunities for educational advancement when they are available.			
	a. Are you currently participating in a training program or college courses related to early childhood education?	___	___	___

NOTES ON USING THE OBSERVATION AND INTERVIEW RECORDS

Assessment of each trainee's competence requires that you observe each trainee in working with young children, conduct interviews with the trainee, and keep records of your observations and interviews to chart the trainee's progress.

DIRECTIONS

In using the Observation Record, follow these steps:

1. Take a few minutes to acquaint yourself with the environment.
2. Insert carbon under Observation Record sheet.
3. Note specific activities on Record sheet.
4. Identify activity by Functional Area.
5. Enter observations and note Performance Level. (See Performance Level Guide below.)
6. Note prescription to aid candidate's learning.
7. When observation is conducted, have candidate sign Record sheet with any comments.
8. Leave original with candidate to study and place in portfolio.
9. Retain copy for files.

In using the Interview Record, follow these steps:

1. Insert carbon under Interview Record sheet.
2. Note subject of interview by Functional Area.
3. Discuss observations with candidate.
4. Discuss prescription for learning and develop plan for improvement with candidate.
5. Leave original for candidate's portfolio.
6. Retain copy for files.

PERFORMANCE LEVEL GUIDE

In making judgments about the level of competence of each trainee, you may find this Performance Level Guide helpful:

Highly Competent--Successfully plans and carries out highly effective activities for a CDA trainee, with continual self-evaluation of program effectiveness.

Competent--Plans and carries out effective activities for a CDA trainee, with supervisory evaluation initiating program improvement.

Needs Improvement--Requires training and/or experience to be independently responsible.

Unknown--Assessment impossible: Conditions prevented desired performance, time inadequate to determine level, other hindrances, e.g., language, personal differences.

CDA Child Development
Associate Training
in Texas

Observation Record

CDA Candidate

Address

CDA Training Counselor

Training Institution

Address

Length of Observation ____________________ Date ____________________

CDA Function Area	Activity Description	Performance Level	Individual Prescription For Learning

We have agreed to have a follow-up interview at:

Date ____________________ Time ________________ Place ____________________

CDA Trainer's Signature

CDA Candidate's Signature

Comments: (Use additional space on back if necessary) ____________________

CDA Child Development
Associate Training
in Texas

Interview Record

CDA Candidate ____________________

CDA Training Counselor ____________________

Length of Interview ____________________

Date ____________________

Name of Immediate Center Supervisor ____________________

Supervisor Present at Interview _______ Yes _______ No

If no, Reason ____________________

CDA Function Area	Plan for Improvement

Experimental Edition
TDCA/ECDD/STED

CDA Child Development
Associate Training
in Texas

OBSERVATION RECORD (revised)

CDA Candidate

CDA Training Counselor

Training Site

Length of Observation

Date

CDA Functional Area	Activity Description	Performance Level

We have agreed to have a follow-up interview at:

DATE: TIME: PLACE:

CDA Candidate's Signature

CDA Child Development
Associate Training
in Texas

☐ INTERVIEW RECORD (revised)

☐ TRAINING SESSION

CDA Candidate ____________________ CDA Training Counselor ____________________

Length of Interview ____________________ Date ____________________

Others Present ____________________

CDA Functional Area	Plan for Improvement/Items Discussed

Trainee: ____________________ Training - Counselor ____________________

Experimental Edition
TDCA/ECDD/STED

TRAINING COUNSELOR'S TRAINING FORM*

Name of Trainee ____

Name of Training Counselor ____________________________________

Directions: Describe in a brief paragraph.

Date Completed:

______________ I. Pre-training Observation (functional area--include areas where trainee needs more training).

______________ II. Pre-training Test (CDA Training Materials--Module Objective and Essay portions only).

______________ III. Training Plan (specific for each Trainee--integrate cultural activities).

______________ IV. Post-training Test (CDA Training Materials--Demonstration Question only).

______________ V. Post-training Observation (indicate degree of competence--Highly competent, competent, or needs more training).

______________ VI. Portfolio (Rationale, lesson plans, example of children's work, and pictures, etc.)

* To be submitted to Field Supervisor upon completion.

CDA CREDENTIAL AWARD SYSTEM

PHASES AND STEPS CHECKLIST

Date Completed:

PHASE I: PREENTRY PROCESS

______________ Request, obtain CDAC enrollment information.

______________ Mail completed enrollment form to CDA Consortium (CDAC checks respondents data for completeness, eligibility).

______________ Receive application package and Local Assessment Team Guidelines

PHASE II: INTAKE AND INITIAL ASSESSMENT PROCESS

______________ Complete application form which includes:

--obtain approval of center director for access to center;

--select, with Director's suggestions, Parent-Community Representative (P-C Rep);

--select trainer;

--obtain endorsement of a fellow worker; and,

--obtain necessary transcript or letter to verify training.

______________ Send completed application form, transcript or letter, and $5.00 application fee to CDA Consortium. (CDAC reviews application, screens data, registers approved applicant as candidate, sends local assessment team (LAT) Packet).

______________ Receive package of assessment materials, which includes:

--candidate's packet;

--trainer's packet; and,

--P-C Rep packet.

Date Completed:

CANDIDATE

__________ Gives trainer packet: Schedules observation time, consulting director.

__________ Gives P-C Rep packet, names and addresses of parents of children in her group, schedules observation time, consulting director.

__________ Collects information by developing portfolio.

__________ Completes portfolio: Personal sketch, documented evidence of performance in 13 functional areas.

TRAINER

__________ Observes candidate and fills out Trainer's Report on Candidate Form.

__________ Assists candidate, P-C Rep when requested.

__________ Signs Candidate's Readiness Notification Form when finished.

P-C REP

__________ Makes introductory contact with parents.

__________ Distributes and collects Parent Opinion Questionnaires (Tries for 90 percent response from parents).

__________ Fills out Master Parent Opinion Questionnaire.

__________ Observes the candidate and completes Observation of Candidate Form.

__________ Signs the Candidate's Readiness Notification Form when finished.

PHASE III: CANDIDATE READINESS PROCESS

__________ With cooperation of trainer and P-C Rep fills out Readiness Notification Form and mails with $15.00 to Consortium. (CDAC receives, checks Readiness Notification: Selects and notifies a CDAC Rep;

Date Completed:

Forwards all materials to Candidate's Consortium Representative).

PHASE IV: TEAM ASSESSMENT PROCESS

______________ Consortium Rep contacts Local Assessment Team (LAT) Members: Candidate, Trainer, P-C Rep (Also talks with center director): Sets date for LAT meeting; Notifies CDAC of date.

______________ Consortium Rep visits candidate at Center. Observes, interviews, completes observation cards.

______________ LAT members hold meeting, conduct decision activities.

______________ Consortium Rep verifies compliance with procedures.

______________ LAT members arrive at decisions, make recommendation, complete portfolio.

______________ Consortium Rep forwards all LAT meeting materials to CDAC.

PHASE V: AWARD PROCESS

(CDAC receives, reviews materials and recommendations from LAT for completeness; approves recommendation to award or deny....)

PHASE VI: POST AWARD PROCESS

(CDAC continues contact with CDA's; maintains a central registry; is developing a renewal process.)

INTERPRETING THE COMPETENCY STRUCTURE*

INTRODUCTION

As a trainer, two of your responsibilities are to observe and interview the CDA Candidate for the purpose of collecting data on the Candidate's performance with children and also to determine something about the Candidate's knowledge of child development practices.

The CDA Consortium has defined the role of a Child Development Associate as - "a competent person who assumes primary responsibility for meeting the specific needs of a group of children in a child development setting, by nurturing the child's physical, social, emotional and intellectual needs; setting up, and maintaining the child care environment; establishing a liaison relationship between parents and the child development center.

The purpose of this unit is to help you (1) understand the CDA's role; and (2) to understand and interpret the competencies, functional areas and the indicators. It is important that you study the information carefully and complete the practice exercises. When you complete this unit you should be able to (1) define the role of the CDA; (2) list the six competency areas; (3) list the thirteen functional areas; (4) list several indicators in each functional area.

The six competency areas provide the foundation for the assessment process. The Competency Standards are also based on these six areas. The standards will serve as a major tool in the decision-making process of the Local Assessment Team. They will be used by the total team to help determine their decision to award or deny the Candidate the CDA Credential.

Prior to the establishment of the CDA Consortium, a task force of early childhood educators came together and developed the initial six competency areas.

It is felt that the need for competence in these six areas is basic for any child care worker to perform well with young children, regardless of program type, ethnic or cultural group or geographic location. The Consortium, realizing that the six competency areas were broad, refined them for the purpose of assessment.

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*Document from the CDA Consortium

The competency areas were refined and functional areas were developed. A functional area is defined as a further delineation of a competency area and serves to direct the focus of observation. Within each functional area we have what we call indicators -- these are a further breakdown of the functional area and describes more explicitly the types of behavior and/or activity one would expect to be performed by a competent child-care worker.

At this point we will take each part of the competency structure and work through it in more detail. Remember these four major parts:

1. The role definition of the CDA

2. The six competency areas

3. The functional areas

4. The indicators

Once again, lets go over the role definition of the Child Development Associate.

A Child Development Associate is: "a competent person who assumes primary responsibility for meeting the specific needs of a group of children in a child development setting, by nurturing the child's physical, social, emotional and intellectual needs; setting up and maintaining the child care environment; establishing a liaison relationship between parents and the child development center.

Now let us move on to introduce you to the six competency areas in detail.

SIX COMPETENCY AREAS

The CDA competencies are the substantive foundation for both training and credentialing the Child Development Associates. They are written in general terms but, take into account the need for the CDA to be able to individualize the program for each child, to be sensitive to the racial, ethnic, and cultural uniqueness, and to recognize special needs in the child's development.

The six competency areas are not meant to be all inclusive but it is felt that they are basic competencies that would be needed for any good child-care worker to perform with children regardless of program mode, ethnic, and cultural group or geographic area.

They take into account the total development of the child; social, emotional, intellectual, and physical, the learning environment, relationships with parents, community and staff.

THE SIX COMPETENCY AREAS

I. Setting up and maintaining a safe and healthy learning environment.

> This competency area focuses on the physical environment and involves the candidate's ability to inculcate good health and safety practices within that environment.

II. Advances physical and intellectual competence.

> This competency area focuses on the physical growth and development of the child and the ability to advance this development. It also involves helping the child develop his capacity for thought and the ability to communicate his thoughts.

III. Builds positive self-concept and individual strength.

> This competency area involves the candidate's ability to help the child to understand and develop pride in himself, i.e., develop a sense of self-identity, self worth, emotional needs and feelings, and the ability to express and control his feelings.

IV. Organizing and sustaining the positive functioning of children and adults in a group learning environment.

> This competency area involves the candidate's skill in helping the child develop the ability to get along with

others through understanding and acceptance of cooperative efforts and the establishment of acceptable behavioral and classroom practices.

V. Bringing about optimal coordination of home and center child-rearing practices and expectations.

This competency area focuses on the integration of classroom practices with the child's family lifestyle, community lifestyle and cultural heritage.

VI. Carrying out supplementary responsibilities related to the children's program.

This competency area focuses on those support activities that the candidate must do to maintain the group's efficient functioning and the ability to work effectively with other staff.

Spend some time reviewing the above material and thoroughly familiarize yourself with it.

On the following pages you will find some practice exercises to help you determine how well you have learned the competency areas.

EXERCISE I - SIX COMPETENCY AREAS

Directions: Read the following statements and place the appropriate number of the competency area in front of it.

__________ Advances physical and intellectual competence.

__________ Bringing about Optimal Coordination of home and center child-rearing practices and expectations.

__________ Builds positive self-concept and individual strength.

__________ Setting up and maintaining a safe and healthy learning environment.

__________ Carrying out supplementary responsibilities related to the children's program.

__________ Organizing and sustaining the positive functioning of children and adults in a group learning environment.

You must get a 100% correct before moving on to the next exercise. If you responded incorrectly to any of the competency statements, go back and study the competency areas again and come back to exercise I.

EXERCISE II - SIX COMPETENCY AREAS

I. Setting up and maintaining a safe and healthy learning environment.

II. Advances physical and intellectual competence.

III. Builds positive self-concept and individual strength.

IV. Organizing and sustaining the positive functioning of children and adults in a group learning environment.

V. Bringing about optimal coordination of home and center child-rearing practices and expectations.

VI. Carrying out supplementary responsibilities related to the children's program.

Directions: Match the above competency statements with the definition below. Write in the complete statement above the correct definition for each competency area.

____

____

This competency area involves the candidate's ability to help the child to understand and develop pride in himself, i.e., develop a sense of self-identity, self worth, emotional needs and feelings, and the ability to express and control his feelings.

____

____

This competency area focuses on those support activities that the candidate must do to maintain the group's efficient functioning, and the ability to work effectively with other staff.

____

_____ ____

This competency area focuses on the physical growth and development of the child and the ability to advance this development. It also involves helping the child develop his capacity for thought and the ability to communicate his thoughts.

____

____

This competency area involves the candidate's skill in helping the child develop the ability to get along with other's through understanding and acceptance of cooperative efforts and the establishment of acceptable behavioral and classroom practices.

____

____

This competency area focuses on the physical environment and involves the candidate's ability to inculcate good health and safety practices within that environment.

____

__________ ___________________________________

This competency area focuses on the intergration of classroom practices with the child's lifestyle, community lifestyle, and cultural heritage.

You must respond correctly to all of the statements before going on to the next exercise.

EXERCISE III - SIX COMPETENCY AREAS

Directions: This exercise will state the key words or phrases from each competency area. Match them with the correct competency area.

1. Physical growth and development ______________
2. Good health and safety practices ______________
3. Getting along with others ______________
4. Room arrangement ______________
5. Self-identity ______________
6. Classroom management ______________
7. Home and center ______________
8. Intellectual competency ______________
9. Supplementary responsibilities ______________
10. Cooperative effort ______________
11. Positive self-concept ______________
12. Effectively working with other staff members ______________

Now that you are thoroughly familiar with our six competency areas, let's move to the next level.

Turn the page to the Functional Areas.

FUNCTIONAL AREAS

A functional area is a further delineation of a competency area and serves to direct the focus of observation within that competency area. There are 13 functional areas in all.

We will now work through each competency area, the functional areas within it and the definition of the functional area.

I. Setting up and maintaining a safe and healthy learning environment.

A. Functional Area

Safe

Definition

Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

B. Functional Area

Healthy

Definition

Candidate provides an environment that is free of factors which contribute to or cause illness.

C. Functional Area

Learning Environment

Definition

Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

II. Advance physical and intellectual competence.

A. Functional Area

Physical

Definition

Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

B. Functional Area

Cognitive

Definition

Candidate provides activities and experiences which encourage questioning, probing, and problem solving, skills appropriate to the developmental level of the child.

C. Functional Area

Language

Definition

Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

D. Functional Area

Creative

Definition

Candidate provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

III. Build positive self concept and individual strength.

A. Functional Area

Self Concept

Definition

Candidate helps each child to know, accept and appreciate him/herself as an individual.

B. Functional Area

Individual Strength

Definition

Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control his/her feelings.

IV. Organizing and sustaining the positive functioning of children and adults in a group learning environment.

A. Functional Area

Social

Definition

Candidate helps the children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

B. Functional Area

Group Management

Definition

Candidate provides a positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

V. Bring about optimal coordination of home and center child-rearing practices and expectations.

A. Functional Area

Home Center

Definition

Candidate establishes positive and productive relationship with parents and encourages them to participate in the center's activities.

VI. Carry out supplementary responsibilities related to the children's program.

A. Functional Area

Staff

Definition

Candidate works cooperatively with other staff members concerning plans, activities, policies and rules of the center.

Please spend as much time as you need studying the functional areas and when you feel comportable you may move on to complete the following practice exercises.

EXERCISE I - FUNCTIONAL AREAS

Directions: Identify the competency area to which each functional area belongs.

1. Self-concept ____________
2. Cognitive ____________
3. Individual strength ____________
4. Home center ____________
5. Language ____________
6. Safety ____________
7. Staff ____________
8. Social ____________
9. Physical ____________
10. Group management ____________
11. Creative ____________
12. Learning environment ____________
13. Healthy ____________

EXERCISE II - FUNCTIONAL AREAS

Directions: Identify the functional areas under each competency statement.

I. Setting Up and Maintaining a Safe and Healthy Learning Environment.

1.

2.

3.

II. Advances Physical and Intellectual Competence.

1.

2.

3.

4.

III. Builds Positive Self-Concept and Individual Strength.

1.

2.

IV. Positive Functioning of Children and Adults in a Group Environment.

1.

2.

V. Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations.

1.

VI. Carrying Out Supplementary Responsibilities Related to Children's Programs.

1.

EXERCISE III - FUNCTIONAL AREAS

Directions: Given the following statements, identify using the key word the functional area is that it defines.

__________ 1. Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control his/her feelings.

__________ 2. Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the developmental level of the child.

__________ 3. Candidate provides a positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

__________ 4. Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.

__________ 5. Candidate provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

__________ 6. Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

__________ 7. Candidate works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.

__________ 8. Candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group.

__________ 9. Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

__________ 10. Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

__________ 11. Candidate provides an environment that is free of factors which may contribute to or cause illness.

__________ 12. Candidate helps each child to know, accept and appreciate him/herself as an individual.

INDICATORS

Now that you are familiar with both the competency areas and the functional areas we will move to the next level in the competency structure called the indicators. The indicators are an even further breakdown within each functional area. They are more explicit in their focus and are actual examples of activities or indicators of specific behaviors that you can expect to see or will be looking for as evidence of performance. We will provide some examples to give you an idea of the types of activities that can be expected. However, we can not stress enough the fact that these are examples only. Many factors will influence the actual behaviors and activities that you will see as you observe candidates. Some of these factors may include program type, teaching style, geographic location, cultural background to mention a few.

We have attempted to be more specific in defining the focus of each functional area and provide some examples for each. You will need to take out the booklet entitled Competency Standards and study the indicators thoroughly before moving on to the practice exercises that follow.

Put the booklet aside before you begin the exercises and see how well you do.

EXERCISE I - INDICATORS

Directions: Read the following activities and using the key word identify the functional area to which it belongs.

___________ 1. Maintains a well arranged and orderly environment.

___________ 2. Helps children associate word meaning with experiences.

___________ 3. Provides a comfortable atmosphere in which to discuss and share information on cultural heritage.

___________ 4. Encourages children in development of self help skills.

___________ 5. Schedules activities in consideration of the needs of children.

___________ 6. Allows for quiet and active activities.

___________ 7. Records pertinent information concerning children within the group.

___________ 8. Has a plan for the emergency exit from the building available; children and adults are familiar with this plan.

___________ 9. Provides materials and equipment to develop large motor skills at appropriate developmental level for child.

___________ 10. Provides materials and equipment for exploration and experimentation in science activities.

___________ 11. Encourages creative expression of feelings and ideas.

___________ 12. Provides opportunities to use the skills and talents of parents in the group.

___________ 13. Plans nutritious snacks and meals for children (where appropriate).

___________ 14. Helps child develop concept related to space, time, number, etc.

___________ 15. Encourages verbal and non-verbal expression.

EXERCISE II - INDICATORS

Directions: Read the following statements. Using the key word, identify the functional area to which each belongs.

__________ 1. Candidate provides storage space accessible to children on low shelves.

__________ 2. Candidate removes unstable equipment which tips easily when climbed on.

__________ 3. Coordinates verbal statements with children's activities (e.g. Karen is building a bridge. Derek is driving the bulldozer).

__________ 4. Candidate says to Paul, "Susie is using the puzzle now. When she finishes with it then you may use it."

__________ 5. After toileting, candidate asks, "Betty, did you remember to wash your hands?"

__________ 6. Candidate arranges to have a conference with Mark's mother to discuss a problem she has been having with Mark.

__________ 7. During circle time, candidate asks, "How many boys do we have present today? And how many girls?"

__________ 8. Several children are listening to a record and one child is dancing to the music, other children begin to dance. Candidate watches.

__________ 9. Billy has not learned to catch a ball and is frustrated by this activity. Candidate says "Billy, let's roll the ball to each other and play catch that way."

__________ 10. Candidate, while on the playground, observes children and makes notes on a small pad concerning their developmental skills.

__________ 11. During juice time, Kevin wants a second cup, he brings the pitcher to the candidate for her to pour. Candidate says, "Kevin why don't you pour the juice yourself? I'll watch you."

__________ 12. Candidate is sitting with group of children. Candidate says, "Maria went on vacation to visit her grandmother in Mexico. Maria would you like to tell us about your trip?"

___________ 13. Candidate tells children that in ten minutes it will be time for snack and they should begin to clean up. Her assistant quietly selects two children and goes to get the snack.

___________ 14. Susie is building a block structure. Kathy wants to help. Susie says no! Candidate asks Susie if Kathy could add some blocks to the structure. Susie says she wants to do it herself. Candidate tells Kathy "Susie wants to finish this herself. Let's move over here and I will help you start one of your own."

___________ 15. Anthony brings a frog to school that he caught the evening before. Candidate, struggling hard to hide her fear, suggests that the group sit in a circle so all can see and they begin to talk about frogs, where they come from, etc.

POSSIBLE BILINGUAL COMPETENCY INDICATORS

I. Set up and maintain a safe and healthy learning environment

A. Safety indicators - The Candidate:

establishes safety rules in both languages that are understood and practiced by children and adults.

displays an emergency exit plan, and makes sure that both children and adults are familiar with it.

has an adult to explain and demonstrate fire evacuation procedures and safety rules of both the classroom and playground area in the child's native language and dialect.

checks equipment regularly to insure that it is in good condition.

B. Healthy indicators: the candidate:

exhibits knowledge of and respect for local "folk" medicine practices.

is aware of childhood diseases and their symtoms and how they should be handled.

has knowledge of the children's cultural diet and plans nutritious snacks and meals that take into account both cultures.

establishes a personal hygiene and grooming program that will carry over into the home environment.

C. Learning environment indicators: the candidate:

adapts materials and equipment to provide for field sensitive and field independent learning.

includes materials which reflect local culture.

arranges the environment to provide for field sensitive and field independent learning situations. Field independent activities utilize inductive reasoning processes while field sensitive activities utilize deductive reasoning processes.

II. Advance physical and intellectual competence

A. Physical indicators: the candidate:

promotes physical positive self-concept by providing large mirrors and photographs of children's cultural groups and others.

provides large motor development through rhythms, dance and games that are part of the children's culture and of other cultures.

can enhance small motor coordination through the use of equipment and activities that include his culture.

B. Cognitive indicators: the candidate:

helps the children, through the use of culturally related materials, develop spatial relations, temporal relations, math concepts and classification skills.

provides instruction related to the cognitive style of the child such as field sensitive, field independent and bicognitive.

provides the children with an understanding of what things are and their function through the use of the native language and the proper reasoning processes, deductive or inductive (discovery) reasoning approaches.

plans opportunities to expand the child's concepts of his own and of the second culture.

plans excursions into the community to aid in developing awareness of community interdependence.

develop contact and social interaction with children and adults.

can recognize differences in learning styles.

plans activities to help children develop competency in both learning styles. In other words helps children become bicognitive.

knows how to assess the children's cognitive styles.

C. Language indicators: the candidate:

encourages the children to verbalize in both languages.

shows acceptance of local speech patterns and idiomatic expressions.

uses both languages when speaking to the children.

is able to assess language dominance in children.

is able to teach a language as a second language.

provides opportunities for the child to acquire competency in both languages.

expands the child's vocabulary in his dominant language.

models good speech patterns and completes sentences in language begun in.

incorporates both languages into social interaction and casual conversations.

uses both languages for instructional purposes.

shows the child that the candidate is comfortable in either language.

develops in the child the concept of reading through experience.

encourages the telling of culturally relevant stories.

uses folklore in language related activities.

praises and corrects in both languages.

uses appropriate gestures of facilitate understanding, especially in second language.

D. Creative indicators: the candidate:

incorporates local culture into music dance and all other creative activities.

encourages creative use of materials common in the child's environment.

encourages self-expression in music, art, etc.

expands the child's knowledge of his culture, vertically as well as horizontally (i.e. inclusion of classical as well as contemporary music regional and universal.

provides craft materials used in local culture.

uses native instruments for music activities.

III. Build positive self-concept and individual strength

A. Self-concept indicators: the candidate:

shows respect for child's culture, language, etc.

builds in the child a respect for his own ethnicity.

helps the child gain an understanding of the interdependence of ethnic groups and cultures.

helps the child understand his role in the family unit.

uses praise effectively (verbal and non-verbal).

knows the culturally acceptable structures (i.e. gestures, phrases, etc.).

helps the child understand the role of the family as perceived by his culture (inter and intra community)

knows culturally acceptable correction methods.

B. Independent Strength indicators: the candidate:

knows culturally acceptable methods of expressing feelings.

encourages independence and self reliance.

encourages development of social structures and abilities relevant to local culture.

is aware of possible value conflict between the child's culture and the other culture.

helps the child to deal effectively with cultural conflicts when they occur.

helps the child develop the skills and abilities to function successfully appropriately in other cultures.

IV. Organize and sustain the positive functioning of children and adults in a group learning environment.

A. Social indicators: the candidate:

knows local cultural attitudes towards ownership.

knows local cultural expectations with regards to sharing and community rights vs individual rights.

uses the local community as an indicator and monitor of appropriate social behavior.

is aware of proper attitudes for children towards peers, parents, extended family and other adults in the local community.

helps the child learn and display proper attitudes towards peers, parents, etc. (see above)

models for the children the socially desirable behavior.

B. Group Management indicators: the candidate:

recognizes that each learning style has an appropriate managerial technique.

recognizes differences in cultural attitudes towards time, space and property.

recognizes differences in cultural attitudes toward competition, the individual effort and the communal good.

plans activities that allow for the development balance of attitudes between the culture (i.e. above).

V. Coordination of Home and Center

A. Home center indicators: the candidate:

brings the family and center together through shared cultural experiences.

brings same cultural resource people to classroom.

uses the parents as resources for studying the culture.

uses the parents as teachers for teaching about culture.

relates familial histories to the general history of the culture displays.

knowledge of familial structure and extended family relations.

knows pertinent facts related to each child's family situation.

VI. Supplemental Responsibilities

A. Staff indicators: the candidate:

will be able to develop and/or construct bilingual teaching aids.

will be able to communicate effectively and comfortably in both languages.

will be literate in both languages.

will show appreciation of the positive aspects of both cultures.

must know techniques for teaching in two languages.

must be able to plan lessons relevant to local culture.

must know what facilities are available from state and local agencies to aid in planning bilingual/bicultural programs.

must know local and state resource people to give assistance in workshops, etc.

must be familiar with local child rearing practices.

makes use of local and state resources.

must be able to individualize lessons.

must be able to use effectively a variety of teaching techniques.

must be able to plan an environment conducive to bilingual/bicultural learning.

must be able to relate well to community.

must understand cultural factors effecting community's view of school and the education process.

must be able to plan for effective parental environment.

GUIDES FOR THE DEVELOPMENT OF A BILINGUAL/BICULTURAL PORTFOLIO *

POSSIBLE ITEMS TO INCLUDE IN A BILINGUAL-BICULTURAL PORTFOLIO

COMPETENCY AREA I: SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT

FUNCTIONAL AREA

Safe

DEFINITION

Candidate provides a safe environment by taking necessary measure to reduce and prevent accidents.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish).

POSSIBLE ITEMS TO INCLUDE

1. safety rules for inside classroom and outside on playground
2. draw emergency exit plan for your classroom
3. a) create and present a lesson plan on safety(ex. fire drill) (English)

   b) create and present a lesson plan on safety (Spanish)

**Editor's Note: This portfolio guide was developed by C. Huerta. It does not necessarily represent the philosophy of the Texas Training Counselor approach to portfolio development.*

4. objectively relate why certain toys are appropriate for a center and why some other toys are not

5. relate the steps of what to do during a Tornado watch/Hurricane watch

6. list of city emergency phone numbers

7. present a lesson on No. 5

8. describe procedures for types of emergency plans

9. photographs (4) of candidate and children involved in safety

FUNCTIONAL AREA

Healthy

DEFINITION

Candidate provides an environment that is free of factors which may contribute to or cause illness.

RATIONALE

Describe the importance of the functional area (1/2 page Spanish/ 1/2 page English)

POSSIBLE ITEMS TO INCLUDE

1. First Aid Kit - what it contains, who is allowed to use it, and where is it located

2. LPN, RN -- Part-time, full-time schedule

3. Daily Health Check list

4. Results of last physical examinations

5. Describe a typical noon hour meal

6. Describe a typical mid-morning, snack

7. Include an example of a weekly menu

8. List of children emergency phones, and describe where they are posted

9. Examples of good personal health habits (describe 5)

10. Keep records of the food intake of (one boy and one girl) for one week period

11. Lesson Plan on Health (Spanish)

12. Lesson Plan on Health (English)

13. Indicate if center has access to a doctor/hospital

14. Demonstrate ability to identify early childhood diseases

15. Photographs (4) candidate and children involved in good health habits

FUNCTIONAL AREA

Learning Environment

DEFINITION

Selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish)

POSSIBLE ITEMS TO INCLUDE

1. Draw a floor plan of your room include all the learning centers

2. Describe each of the learning centers in your classroom, (include materials, cultural items) - minimum of 6 centers

3. Name and describe other materials that you would like to have in your learning centers (ex. bilingual materials)

4. Describe how you would take a new child through your classroom to make him feel secure

5. Describe how the environment in your classroom makes the bilingual child feel secure

6. Include a diagram of your playground

7. Describe how you select the materials and equipment for your learning centers and explain how often you rotate them

8. Design and implement a learning center to reinforce a particular concept

9. Photographs (4) children and candidate involved in learning centers

COMPETENCY AREA II. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

FUNCTIONAL AREA

Physical

DEFINITION

Provides a variety of appropriate equipment, activities, and opportunities to promote physical development of children.

RATIONALE

Describe the importance of the functional area (1/2 page Spanish/ 1/2 page English)

POSSIBLE ITEMS TO INCLUDE

1. Equipment and Materials - describe the types of materials available for physical development; indicate the location of the materials; how and why they are used

2. Equipment and Material Additions - describe the types of materials which you feel should be added for physical development and why these materials will foster physical development

3. Indoor and Outdoor Activities - describe activities for both indoor and outdoor settings and for large and small muscles

4. Developmental Progress - describe or include the instruments used for recording and developmental progress of the children in physical development

5. One lesson on Fine Motor development (Spanish)

6. One lesson on Gross Motor development (English)

7. List of physical abilities for 3 & 4s or 5s (list only those for your age group)

8. How would you meet the special needs of a handicapped (visually impaired or other) child. What would you have to change in your program to meet those needs?

9. What community resources are available for handicapped children?

10. 4 pictures showing physical abilities

FUNCTIONAL AREA

Cognitive

DEFINITION

Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of the children.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish)

POSSIBLE ITEMS TO INCLUDE

1. Example lesson for introducing time concept to young children (English) (ex. afternoon, in an hour)

2. Example lesson plan for teaching a match concept (in Spanish)

3. Describe how you would set up one or more centers to encourage problem solving and questioning.

4. Show examples of children's work for above lessons (2 examples)

5. Include and describe an instrument used for recording the developmental progress of your children in cognitive development

6. Photographs (4) children involved in problem solving, etc.

FUNCTIONAL AREA

Language

DEFINITION

Helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

RATIONALE

Describe the importance of the functional area (1/2 page Spanish/ 1/2 page English)

POSSIBLE ITEMS TO INCLUDE

1. Activity Plans for Language Development -- describe the types of activities used and include some plans and descriptions

2. Types of Language -- list and describe the types of language which will be developed and why these are important to the development of the children

3. Equipment and Materials -- describe the types of materials available for language development; indicate the location of these and how they are utilized; include equipment and materials which you feel should be added and why

4. Skill to Develop -- describe additional skills which will be developed through language activities

5. Developmental Progress -- describe or include the instruments used for recording the developmental progress of the children in language

6. Sample lesson on Language Development

   a) English

   b) Spanish

7. Survey of Language Preference or Dominance

8. Story told to you by a child (one boy, one girl)

9. Taped recording of "show and tell" time

10. Arrange a language center and display materials related to language development and provide equipment children might use as they practice language - tape recorder, play phones - (observe 2 children) describe activities - 15 minutes

11. Pictures (4) (Photos)

FUNCTIONAL AREA

Creative

DEFINITION

Provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish)

POSSIBLE ITEMS TO INCLUDE

1. Activity Plans for Creativity -- describe the types of activities used to develop creativity in children; include the plans and descriptions of some of the activities.

2. Curriculum Areas: List and describe the curriculum areas which are utilized mainly for creative development, describe the rationale for including these areas, goals of the areas, and some activity plans for each area.

3. Equipment and Materials - describe the types of equipment and materials available for the development of creativity and how these are used; include items which you feel should be added and why. Describe the types of items you have made for the development of creativity.

4. Related Skills - describe the related skills which may be developed through activities designed for creative development. Describe how these will be developed.

5. Developmental Progress - describe or include the instruments used for recording the developmental progress of the children in creative development. (Not applicable unless an instrument can be found)

6. Describe how you would set up the art area to foster the children creative development; prepare in the form of a lesson (in Spanish and English).

7. Describe how you would arrange the dramatic play area, into a toy store, shoe store, grocery store - develop in form of lesson plan.

8. Describe an activity for children at their age level that provides for free movement, for body expression.

9. Examples of children's work with description.

10. 4 Photographs of children in creative play area.

COMPETENCY AREA III. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

FUNCTIONAL AREA

Self-Concept

DEFINITION

Candidate helps each child to know, accept and appreciate himself/herself as an individual.

RATIONALE

Describe the importance of the functional area (1/2 page Spanish/1/2 page English)

POSSIBLE ITEMS TO INCLUDE

1. One lesson on Body Awareness (English)

2. One lesson on Body Awareness (Spanish)

3. Equipment and Materials - describe the types of equipment and materials which are available for the development of self-concept and how these are used. Include materials which you feel should be added and why.

4. Art activity - have the children draw a picture of their family members including themselves.

5. Describe the various methods of reinforcement used in your classroom to develop a positive self-image in the children (culturally matching teaching strategies).

6. Describe why you display children's work in a classroom at children's eye level.

7. Developmental Progress - describe or include instruments used for recording the developmental progress of the children in the area of self-concept.

8. Demonstrate the means that could be used to acquire information from a family's cultural background to benefit a child's self-concept.

9. Other Self-Concept Instruments - The Thomas Self-Concept Test, and the Scamin Test - Self Concept and Motivation Inventory.

10. Pictures - (4 photos).

SELF CONCEPT ASSESSMENT INSTRUMENT

	1	2	3
1. Does the child see himself as good or bad?			
2. Does the child see himself as smart or dull?			
3. Does the child see himself as liked or disliked?			
4. Does the child see himself as weak or strong?			
5. Does the child join activities with the opposite sex without reservations?			
6. Does the child identify with his sex role in dress and manner?			
7. Does the child show progress in developing self confidence?			
8. Does the child become upset often by others' remarks?			
9. Does the child exhibit a sense of trust in teachers?			

	1	2	3
10. Does the child indicate that others are unfair to him?			
11. Does the child assume a leader role as well as follower role?			

Comments ____

FUNCTIONAL AREA

Individual Strength

DEFINITION

Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control his/her feelings.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish)

POSSIBLE ITEMS TO INCLUDE

1. List and describe 3 to 5 situations whereby you help children become independent (self-help skills)

2. a) One lesson plan on self-help skill (English)
   b) One lesson plan on self-help skill (Spanish)

3. How do you as a teacher help your children to assume responsibility: (a) in a group, (b) for himself/herself.

4. Describe 2 methods in which you help children find acceptable ways of expressing negative and positive feelings

5. Guidance Techniques - describe the general guidance techniques utilized for implementing the total program.

6. Developing Progress - describe or include the instruments used for recording the developmental progress of the children toward self-direction and self-guidance.

7. Examples (2) of children's work (does not have to be connected with the lesson).

8. Photographs (4).

COMPETENCY AREA IV. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT

FUNCTIONAL AREA

Social

DEFINITION

Candidate helps the children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

RATIONALE

Describe the importance of the functional area (1/2 page Spanish/ 1/2 page English)

POSSIBLE ITEMS TO INCLUDE

1. One lesson plan on Social Skills (English).
2. One lesson plan on Social Skills (Spanish).
3. List the tasks which you do daily to help children respect the property and rights of others.

143

4. Equipment and materials - describe the types of equipment and materials available for utilization for social development and how they are used.

5. List materials which you feel should be added and why.

6. Developmental Progress - describe or include the instruments used for recording the developmental progress of children in social development. Include any checklists or measurement tools.

7. Examples of children's work - two items (include a description of the work).

8. Photographs (4) which show children developing social skills.

FUNCTIONAL AREA

Group Management

DEFINITION

Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish)

POSSIBLE ITEMS TO INCLUDE

1. Daily Schedule -- describe the daily schedule, including routines, describe how the schedule was developed, by whom and who approved the plan (ex. active and quiet periods).

2. Center Rules for staff -- who designed the rules? How does the center meet the developmental needs of the children? How are they taught? (ex. time children have to be at center).

3. Class Rules for children -- who designed the rules? How do they meet the developmental needs of the children? How are they taught?

4. Lesson Plans -- describe how you and other adults in the classroom share the responsibility for planning and implementing the activities for the children.

5. Transitions -- describe several techniques used to move the children from one activity to another.

6. Lesson Plan on how to teach one of the classroom rules.

7. Photographs (4) which show children at work or play in small or large groups, or during a transition.

COMPETENCY AREA V. BRINGS ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

FUNCTIONAL AREA

Home Center

DEFINITION

Candidate establishes positive and productive relationships with parents and encourages them to participate in the Center's activities.

RATIONALE

Describe the importance of the functional area (1/2 page Spanish/ 1/2 page English)

POSSIBLE ITEMS TO INCLUDE

1. Documentation of at least 2 home visits.
2. Minutes of one Parent's Meeting.
3. Copy of Center's Newsletter (English and Spanish).

4. Parents as classroom and field trip volunteers.

5. List and describe several activities that have been sponsored by PAC (Parents).

6. Examples of notes, flyers or phone calls to invite parents to visit the Center, classroom (Spanish and English).

7. Community people used as resource people in the classroom - at least one.

8. Educational activities or conferences attended by parents.

COMPETENCY AREA VI. CARRY OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS

FUNCTIONAL AREA

Staff

DEFINITION

Candidate works cooperatively with other staff members where the center's plans, activities, policies and rules are concerned.

RATIONALE

Describe the importance of the functional area (1/2 page English/ 1/2 page Spanish)

POSSIBLE ITEMS TO INCLUDE

1. Minutes of one staff meeting.

2. Administrative Chart - describe the responsibilities of each position on the chart.

3. In-Service Training - describe the training opportunities available and who determines participation in training (specially bilingual training sessions).

4. Center Policies - describe who designed them and how they promote development in the children.

5. Community Resources - Name five and describe the services they provide the center.

6. Sample of inventory of supplies and equipment in your classroom.

7. Participation in bilingual education conferences - specially in the area of Early Childhood Education.

8. Describe amount or number of inservice training.

9. Photos (4).

SAMPLE PICTURES TO INCLUDE IN A BILINGUAL/BICULTURAL PORTFOLIO

SAMPLE PICTURES

1. Safety

   a. picture of fire extinguisher
   b. supervised outdoor play
   c. carrying chairs properly
   d. safety patrol crossing
   e. color coded equipment and mats to indicate danger

2. Health

   a. children brushing teeth
   b. children taking a nap
   c. children being given physicals
   d. teacher presenting a health lesson (foods, teeth, etc.)
   e. children having snack
   f. washing hands

3. Environment

   a. pictures of 4 of your nicest centers
   b. temp. control dial
   c. all the room

4. Physical

   a. children beading (fine motor picture)
   b. children dancing (gross motor picture)
   c. children cutting and pasting (fine motor)
   d. children on out door equipment (gross motor)
   e. running with tire
   f. sack hop
   g. walk with egg on spoon

5. Cognitive

   a. children participating in a lesson
   b. children building something in the block area
   c. children playing with manipulative toys
   d. children using the science area

6. Creative

a. children painting on easel or table
b. creative activities using yarn
c. children creating projects in the block area
d. children in the housekeeping area role-playing

7. Language

a. picture of children on a field-trip
b. picture of children participating in story-time
c. picture of your morning greeting
d. picture of a language lesson

8. Self-Concept

a. lessons on the family (use pictures, etc. while taking photo)
b. lessons using the mirror in order to teach the child to appreciate himself
c. ethnic dances
d. teacher demonstrating affection to the child (hugging, comforting, etc.)

9. Individual Strength

a. children cleaning tables after each meal
b. children passing out napkins or helping with the serving
c. children throwing trash

10. Social

a. children sharing a puzzle
b. children working on a group project
c. children conversing during meal time
d. one child helping another

11. Group Management

a. children walking in line
b. children acting well on a field trip
c. children walking across the street properly

12. Home-Center

a. picture of a home visit
b. picture of a parent on a field trip

c. picture of parents meetings
d. picture of a parent dropping off a child at school

13. Staff

a. picture of you with fellow worker planning
b. you with cook planning menu or whatever
c. you with your supervisor

OUTLINE FOR LESSON PLANS

OUTLINE FOR LESSON PLANS

I. Title of Lesson Plan

II. Objective(s) - one main objective

III. Materials - list all items used and number of children to be included

IV. Procedures - describe in steps or stages

V. Conclusions/results - were all children able to accomplish the objective(s), if not what will you do to help them accomplish it (them)?

Experimental Edition
TDCA/ECDD/STED

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E. Caroline Carroll

E. Caroline Carroll, Editor